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ABSTRACT

This is the second of two volumes developed by Project CONNECT in order to enable local program personnel to determine the appropriateness of a test for a particular child. For 71 preschool tests the following information is presented, when available: title, whether the test is for screening or verification, bibliographic information, descriptive information, examinee appropriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information. Test title and author indexes for both volumes are included. (MV)

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VOLUME II

TM006 522

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV
69. AAMD Adaptive Behavior Scale				X		X	X	X
70. ABC Inventory					X	X		
71. Ability Profile Form		X		X	X	X		
72. Activity Level Rating Scale				X		X		
73. American School Readiness Test					X	X		
74. Anton Brenner Dev. Gestalt Test of School Readiness				X	X	X		
75. Arizona Articulation Proficiency Scale	X					X		
76. Assessment of Children's Language Comprehension	X						X	
77. Auditory Pointing Test					X	X		
78. Bayley Scales of Infant Development		X		X	X		X	
79. Behavioral Characteristics Progression	X	X	X	X	X	X		X
80. Bender Visual Motor Gestalt Test		X			X	X	X	

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV
81. Bingham Button Test					X	X		
82. Cattell Infant Intelligence Scale					X		X	
83. CIRCUS	X			X	X	X		
84. Columbia Mental Maturity Scale					X	X		
85. Denver Articulation Screening Exam	X					X		
86. Denver Audiometric Screening Test	X					X		
87. Denver Eye Screening Test			X			X		
88. Detroit Tests of Learning Aptitude					X	X		
89. Developing Oral Language with Young Children	X				X	X		X
90. Developmental Activities Screening Inventory		X			X	X		X
91. Developmental Checklist	X	X	X	X	X	X		X
92. Devereux Test of Extremity Coordination		X				X		X

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV
93. FAIRVIEW DEVELOPMENTAL SCALE	X		X	X	X	X		X
94. FAIRVIEW LANGUAGE EVALUATION SCALE	X					X		
95. FAIRVIEW PROBLEM BEHAVIOR RECORD			X			X		
96. FAIRVIEW SELF-HELP SCALE	X	X	X	X		X		
97. FULL RANGE PICTURE VOCABULARY TEST	X					X		
98. GOLDMAN-FRISTOE TEST OF ARTICULATION	X						X	
99. GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIM.	X					X		
100. GUIDE TO THE CHILD'S LEARNING SKILLS				X	X	X		
101. HESS SCHOOL READINESS SCALE					X	X		
102. HISKEY-NEBRASKA TESTS OF LEARNING APTITUDE					X	X	X	
103. HOUSTON TEST FOR LANGUAGE DEVELOPMENT	X					X		
104. INITIAL LEARNING ASSESSMENT				X	X	X		X

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV
105. KAHN INTELLIGENCE TEST	X	X			X		X	
106. KOHN PROBLEM CHECKLIST & KOHN SOCIAL COMPETENCE SCALE				X		X		
107. LEARNING ACCOMPLISHMENT PROFILE	X	X	X	X	X	X		X
108. LINDAMOOD AUDITORY CONCEPTUALIZATION TEST	X					X	X	
109. MAGIC KINGDOM	X	X		X	X	X		
110. MEMPHIS MODEL: COMPREHENSIVE DEVELOPMENT SCALE	X	X	X	X	X	X		X
111. MINNESOTA PRESCHOOL SCALE					X	X	X	
112. MURPHY-DURRELL READING READINESS ANALYSIS					X	X		
113. PEABODY DEVELOPMENTAL MOTOR SCALES		X				X		
114. PEABODY PICTURE VOCABULARY TEST	X					X	X	
115. PHYSICIAN'S HANDBOOK: SCREENING TEST FOR MBD	X			X	X	X		
116. PIAGETIAN ATTAINMENT KIT					X	X	X	

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV
117. Pictorial Test of Intelligence					X		X	
118. Portage Guide to Early Education	X	X	X	X	X	X		X
119. Preschool and Early Primary Skill Survey					X	X		
120. Profile of Basic Learning Abilities	X	X		X	X		X	X
121. Program for Preschool Visually Impaired Children: Developmental Checklist	X	X	X	X	X	X		X
122. Psychoeducational Evaluation of the Preschool Child		X		X	X	X		X
123. Psychoeducational Inventory of Basic Skills & Psnl. Dev.		X	X	X	X	X		
124. Pupil Rating Scale	X	X		X	X	X		
125. Pupil Record of Educational Behavior	X				X	X		X
126. Quick Test	X				X	X		
127. Receptive-Expressive Emergent Language Scale	X					X		

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV
128. Scale of Effectiveness Motivation				X		X		
129. School Readiness Survey	X				X	X		
130. Sequenced Inventory of Communication Development	X						X	X
131. Slosson Drawing Coordination Test		X			X	X		
132. Slosson Intelligence Test					X	X		
133. Teaching Research Motor Development Scale		X				X		X
134. Templin-Darley Tests of Articulation	X					X	X	
135. Test for Auditory Comprehension of Languages	X						X	
136. Test of Concept Utilization	X				X		X	
137. Visual Efficiency Scale					X	X		
138. Walker Readiness Test for Disadvantaged Presch. Child.					X	X		
139. Washington Speech Sound Discrimination Test	X					X		

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE   Screening ☒   Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Nadine Lambert   Linda Cole
Myra Windmiller   Richard Fiquerca

Publisher:
American Assoc. on Mental Deficiency
5201 Connecticut Avenue, N. W.
Washington, D. C. 20015

Ordering Information:

Editor:

Forms: Public School Version - 1974 Revision

Copyright Date: 1975

Cost: Specimen set - $10.00; Manual - $7.00; Scale booklet - $1.00 (for 100 or more - $0.50)

DESCRIPTIVE INFORMATION:

Purpose: To assess a child's adaptive behavior in a classroom setting, to enhance a program placement decision.

Age Range (CA):   **MA:**   **Grade Level:** Preschool - Schoolage
Norms are from 7 yr. 3 mo. - 13 yr. 3 mo.

Format:

Scale contains two parts divided into Part I, skills and habits of the child, and Part II, social expectations placed upon the child.

Time Required:
Untimed

Sub-Areas: See Additional Information

Part I:	Independent functioning	Numbers and time	Socialization
	Physical development	Vocational activity	Responsibility
	Economic activity	Self-direction	Language development

Observational Information:

The total scale is observational. There is space on the cover sheet for any additional information that should be known about the child.

Personally Identifiable Information Required:

Child's name, date of birth
Date of testing
Name of person filling out scale
Name of person used as the information source

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE **Screening** ☒ **Verification** ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Mentally retarded, Educationally handicapped, Behavior/Emotional problems and Learning disabilities), Normal

Age Range (CA): **MA:** GRADE LEVEL: Preschool - Schoolage
Norms are from 7 yr. 3 mo. - 13 yr. 3 mo.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner must be thoroughly familiar with the ABS. Should be competent in conducting a nondirected interview or complete observation.

Other Persons Required:
If the scorer is not the informant then a person thoroughly familiar with the child is needed.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each item is scored in accordance with the directions stated for that item. Two different methods are used: 1. Select most appropriate statement. 2. Select all appropriate statements with regard to frequency. Scores are totaled for each item, subdomain, and domain. May be compared to reference tables for percentile ranks.

Format:
Scoring is done in the record book. Each item score is recorded in a circle, each subdomain in a triangle and domain in a rectangle.

Space for Recording Retest:
The manual recommends that only one ABS per record booklet be made to prevent bias from the previous testing. Extra materials are provided in the event of error.

Summary Sheet (graphic representation):
A Data Summary Sheet for each part records subdomain and domain score. A Profile Summary records domain scores and their percentile ranking.

TEST ANALYSIS

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE   Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-Provides information upon which an individual educational plan may be based.

NORMATIVE DATA:

Sample Size: 2600; 200 TMR, 400 EH, 1,000 EMR, 1,000 normal children

Population Descriptors Used:
Grades 2-6
Class placement
Sex
Population density of residence
Socioeconomic status
Ethnic status

TECHNICAL ASPECTS:

Reliability: No studies have been made with the Public School version. Data reported for the 1974 Revision reported a mean reliability of .86 for Part I, and .57 for Part II.

Validity:

From item analysis, highly significant correlations of class placement with domain scores was found. Only correlations not significant for Part I was the 12 yr. 3 mo. - 13 yr. 2 mo. group.

REFERENCES:

AAMD Adaptive Behavior Scale - manual
scale booklet

TEST ANALYSIS

TITLE: AAMD ADAPTIVE BEHAVIOR SCALE Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

SUB-AREAS:
Part II:
- Violent and destructive behavior
- Antisocial behavior
- Rebellious behavior
- Untrustworthy behavior
- Withdrawal
- Stereotyped behavior and odd mannerisms
- Inappropriate interpersonal manners
- Unacceptable vocal habits
- Unacceptable or eccentric habits
- Hyperactive tendencies
- Psychological disturbances
- Use of medications

Norm tables are divided into:
- Age
- Sex - Part II only
- Ethnic status - Part II only
- Class placement

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: ABC INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Normand Adair
George Blesch

Publisher:
Division of Test Maker, Inc.
1368 East Airport Road
Muskegon, Michigan 49444

Editor:

Ordering Information:

Forms: Research Edition

Copyright Date: 1965

Cost: Set - $9.40

DESCRIPTIVE INFORMATION:

Purpose:
To determine a child's kindergarten and school readiness.

Age Range (CA): **MA:** **Grade Level:** Pre-kindergarten

Format:
The inventory contains four sections each dealing with a different concept and type of question.

Time Required:
8-9 minutes

Sub-Areas:
None

Observational Information:
None

Personally Identifiable Information Required:
Child's name, sex, date of birth, age, and address
School's name and district

TEST ANALYSIS

TITLE: ABC INVENTORY **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Some preacademic skills.

Disability Groups:

All, in the borderline to mild or moderate range.

Age Range (CA): **MA:** GRADE LEVEL: Pre-kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:
Individual
Training Needed by Examiner:
None

Other Persons Required:

None

Materials Required: (*items not provided in kit)

*6" square pieces of paper approximately the weight of typing paper.

SCORING AND INTERPRETATION:

Procedure:
Each section is scored as stated in the manual. All sections are totaled and are converted into a readiness age.
Format:
All scoring is accomplished during the testing. Scores are recorded on the inventory.
Space for Recording Retest:
None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: ABC INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Predicts with a high degree of success, which children will be inadequate in subsequent school performance.

-May indicate which children should enter alternative programs to a formal kindergarten class.

NORMATIVE DATA:

Sample Size: 166 children

Population Descriptors Used:
Male and female
Ages 4 yrs. 9 mos. to 4 yrs. 11 mos.
15 schools

TECHNICAL ASPECTS:

Reliability: Using matched comparable groups, paired for age and enrolled in the same school district, two years apart, showed a critical ratio of .58 for the ABC Inventory. Standard Error of Measurement is 2.08.

Validity: "Compared pass-fail features between children in the upper and lower half of the score distribution (83 receiving a score above 68; and 83 scoring below 68). 43 children failed their first year in school. 37 or 68% were identified accurately, 77 or 63% passing, scored above 68."

REFERENCES:

The ABC Inventory - manual
inventory form

TEST ANALYSIS

TITLE: ABC INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Test items may be culturally biased (i.e. "What time of year do we swim?" Answer is summer; "When is the 4th of July or Christmas?")

Since the child is answering from his own background questions like, "Which is bigger, a dog or a cat?", with dog being the correct answer. This may not agree with what the child sees in his home in which he has a toy poodle which is the same size or smaller than the cat next door. This may hold true with the questions, "Which is bigger, a boy or a man?" If the man is from the old country or from a poverty area, he may be smaller than a boy, since we know that in recent years Americans have been growing taller.

CONNECT
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DATE: March 1977

TEST ANALYSIS

TITLE: ACTIVITY LEVEL RATING SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Katharine M. Banham

Publisher:

Ordering Information:
Katharine Banham, Assoc. Prof.
Duke University
Department of Psychology
Durham, North Carolina 27706

Editor:

Forms:
Infant - 2 yrs.
Preschool children

Copyright Date: None

Cost: No charge

DESCRIPTIVE INFORMATION:

Purpose:
"...to assist in the psychological assessment of cerebral palsied children..."

Age Range (CA): 2 mos. - 5 yrs. MA: Grade Level:

Format:
Child is rated in 10 behavior areas as to the child's activity during a regular psychological testing session. Each item has 5 descriptive sentences.

Time Required: Untimed

Sub-Areas:
None

Observational Information:
The Rating Scale is an observation instrument.

Personally Identifiable Information Required:
Child's name, date of birth, address, age at first rating.
Rater's name
Date and time of rating

TEST ANALYSIS

TITLE: ACTIVITY LEVEL RATING SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to move limbs freely.

Disability Groups:
Physically handicapped, Mentally retarded, Socially-Emotionally disturbed.

Age Range (CA): 2 mos. - 2 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Rater should be a keen observer. Observations may be made by the psychologist testing the child.

Other Persons Required:
A rater is required if the psychologist chooses not to make such close observations or for a reliability check.

Materials Required: (*items not provided in kit)
Materials used during this observation are from the psychological test being administered.

SCORING AND INTERPRETATION:

Procedure: Choose most appropriate sentence to the child's observed activity level. Record rating (1: low or no activity to 5: high amount of activity). Add ratings for total.

Format:
Rating and Profile Sheet lists all 10 areas. Area for comments is provided.

Space for Recording Retest:
Three ratings may be made on the same Rating and Profile Sheet.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: ACTIVITY LEVEL RATING SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help identify the hyper- or hypo-active child.

-May indicate a child's developmental level with regard to activity.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Rater reliability between 2 psychologists testing 56 mentally retarded and 12 normal cerebral palsied children at 6 month intervals was .98. Scores show some stability after 2½ years of age.

Validity: Between the Rating Scale total score and the Cattell IQ for retarded cerebral palsied children, the correlation was .62 and .57 for those under and over 30 months respectively. Between the Rating Scale and the developmental quotient on the Quick Screening Scale, the correlation was .50 and .58 for under and over 2½ years respectively.

REFERENCES:

Activity Level Rating Scale - infant - 2 years
preschool

"Activity Level of Retarded Cerebral Palsied Children", excerpted from *Exceptional Children*, 1972

TEST ANALYSIS

TITLE: ACTIVITY LEVEL RATING SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

"No positive relationship between activity level and IQ or developmental quotient was noted for normally intelligent cerebral palsied children or for non-handicapped children."

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HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: AMERICAN SCHOOL READING READINESS TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Willis E. Pratt, Ph.D.
George A. W. Stouffer, Jr., Ed.D.

Publisher:
Bobbs-Merrill Educational Publishing
4300 W. 62nd Street
Indianapolis, Indiana 46206

Ordering Information:

Editor:

Forms: Revised Form X

Copyright Date: 1964

Cost: Specimen set - $1.10; Single copy - $0.41; Package of 35 tests and accessories - $5.90

DESCRIPTIVE INFORMATION:

Purpose: Designed as a survey test to determine a child's readiness to learn to read.

Age Range (CA): **MA:** 5-6 yrs. **Grade Level:** First Grade

Format: Child is presented pictures, figures, or letters, letter combinations, words. Child is to perform the task indicated by the examiner. 60 items in total.

Time Required: Approximately 30 minutes, with a break.

Sub-Areas:
- Picture vocabulary
- Discrimination of form
- Letter form recognition
- Letter combination recognition
- Word recognition
- Word matching
- Following directions
- Memory for designs

Observational Information:
None

Personally Identifiable Information Required:
Standard information
Whether child wears glasses, attended kindergarten, English spoken in home
Physical or speech defects

TEST ANALYSIS

TITLE: AMERICAN SCHOOL READING READINESS TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to follow directions

Disability Groups: All, but Learning disabled (those with perception problems) and Visually impaired (even those with partial sight)

Age Range (CA): MA: GRADE LEVEL: First Grade

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group. Ideally 10-15 children

Training Needed by Examiner:
None

Other Persons Required:
None

Materials Required: (*items not provided in kit)
* 8 x 5" piece of colored paper

SCORING AND INTERPRETATION:

Procedure: Scoring key is furnished to ease scoring. One point for every correct answer. Add all correct answers together in each sub-area and then total sub-areas for total. Total Test Score may be converted to percentile rank or stanine (tables in manual). Predicted Reading Grade may be determined (table in manual).

Format:
Scoring is done in the pupil record.

Space for Recording Retest:
Test is in a non-reusable booklet.

Summary Sheet (graphic representation):
Summary of scores is on the record form face sheet.

TEST ANALYSIS

TITLE: AMERICAN SCHOOL READING READINESS TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May provide information to determine groups for reading skills.

-May be administered prior to school entrance to provide information into what type of class a specific child should be placed, (e.g. accelerated reading, pre-reading, rudimentary, etc.)

NORMATIVE DATA:

Sample Size: 1091

Population Descriptors Used:
Rural, urban school districts
Industrial, agricultural, residential
Public, private, parochial schools
Socio-economic status and other cultural factors

TECHNICAL ASPECTS:

Reliability: Odd/Even reliability was .95. Standard error of measurement was 2.22 and 2.75 for children with and without kindergarten experience, respectively.

Validity: Correlation between the ASRRT and the Reading Tests of the American School Achievement Test, Primary Battery I, Form D, was .75 and .81 for children with and without kindergarten experience respectively.

REFERENCES:

American School Reading Readiness Test - teacher's manual
pupil's record booklet

TEST ANALYSIS

TITLE: AMERICAN SCHOOL READING READINESS TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The ASRRT provides separate norms for children having kindergarten or no kindergarten experience.

Manual provides explanation of percentile rank and stanine scores to enable the teacher to understand the reasons for using either in this and all tests.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Anton Brenner, Ph.D.

Publisher:
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

Ordering Information:

Editor:

Forms:

Copyright Date: 1964

Cost: Kit - $13.50; Manual - $4.00; Protocol booklet (pkg. of 25) - $6.50; Test materials - $4.50

DESCRIPTIVE INFORMATION:

Purpose:
To determine a child's readiness for school entry.

Age Range (CA): *5-6 yrs. **MA:** **Grade Level:**
*May be used to assess younger children.

Format:
Child is asked to reproduce forms, count, and draw-a-man. An "Achievement-Ability: Social-Emotional Behavior" checklist is filled out by the teacher prior to testing.

Time Required:
Approximately ten minutes, including scoring.

Sub-Areas:
Number producing
Number recognition
Ten dot Gestalt
Sentence Gestalt
Draw-A-Man

Observational Information:
Careful attention should be given to the child's behaviors during the testing. Space for observations and comments is provided on the cover sheet.

Personally Identifiable Information Required:
Child's name, address, phone number, date of birth, exact chronological age.
School's name, district
Teacher's name, grade
Mother's name, father's name, father's occupation

TEST ANALYSIS

TITLE: ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to copy

Disability Groups:

Learning disabled, Educable/Borderline Mentally retarded, Hearing impaired Physically handicapped.

Age Range (CA): 5-6 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

Teacher or examiner should be familiar with the manual and underlying conceptual base. Experience with the use of the BGT is recommended with children not designated to be evaluated.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

15-20 ½-inch blocks - same color
black or blue crayon
kindergarten size pencil

SCORING AND INTERPRETATION:

Procedure: Specific criteria for passing each item are in the manual. A plus is 1 point, a minus is minus one point. All points are totaled, added to 40 (a constant) subtracted from all minus points and compared to the table in the manual for degree of readiness (high, low, average).

Each sub-test is broken down to its elements that are scored on the cover sheet.

Space for Recording Retest:

Protocol booklet is non-reusable.

Summary Sheet (graphic representation):

Coversheet of the protocol booklet serves as a score summary.

TEST ANALYSIS

TITLE: ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May identify the early maturing or gifted child as well as the slow maturing or retarded child.

-May identify children that are emotionally disturbed (long or short standing problems).

-May aid in the compilation of "...a comprehensive picture of the child's personality..." which may lead to special recommendations in borderline cases.

NORMATIVE DATA:

Sample Size:
748
Population Descriptors Used:
Michigan
Kindergarten
Age - 4 yrs. 9 mos. - 6 yrs. 10 mos.

TECHNICAL ASPECTS: Extensive research has been made with the BGT, statistics cited here are just examples.

Reliability: Test/Retest: for 100 children tested in November and June was .55; for 77 children tested in March and June was .74. Odd/Even: 95 children tested in January was .92, 374 tested in June was .83. Sub-test correlations with total test score ranged from .66 (Draw-A-Man) to .93 (copying) with 95 children tested in June.

Validity:

BGT total score and the social-emotional behavior criterion yield a correlation of .82. The BGT compared with teacher ratings yielded a correlation of .61 for kindergarten teachers which rose to .71 and .68 when compared with first grade teacher ratings seven months later. BGT total scores predicted accurately the Achievement-Ability: Social-Emotional behavior in 79% of the cases.

REFERENCES:

Anton Brenner Developmental Gestalt Test of School Readiness - manual

TEST ANALYSIS

TITLE: ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The BGT is almost culture-free and may accurately assess non-English speaking children since only the directions are in English and may be translated.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Janet Barker Fudala, Ph.D.

Publisher:
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

Ordering Information:

Editor:

Forms:

Copyright Date: 1963, 1970, 1974

Cost: Kit - $18.50; Manual - $3.00; Protocol booklet (pkg. of 25) - $6.50; Picture test cards - $9.50; Survey form (pad of 50) - $6.50

DESCRIPTIVE INFORMATION:

Purpose:
To measure a child's articulatory proficiency in proportion to his total speech.

Age Range (CA): MA: 2-14 yrs. Grade Level:

Format:
Child is to identify verbally 48 picture cards or read 25 sentences.

Time Required:
10-15 minutes, including scoring.

Sub-Areas:
None

Observational Information:
None

Personally Identifiable Information Required:
Child's name, sex, birthdate, age, address, phone number
Parent's name
School's name, grade, room, teacher
Speech clinician's name

TEST ANALYSIS

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE   Screening ☒   Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Language

Disability Groups:

Aphasics and other severe language disorders, Severe Cerebral palsy

Age Range (CA):   **MA:** 2-14 years

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

Examiner should be a speech, language, or hearing clinician, should be familiar with phonetic notation.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

48 picture cards
2 picture cards: boy with hand in cookie jar
boy riding a bicycle

SCORING AND INTERPRETATION:

Procedure: Only errors are recorded. Corresponding numerical value for each consonant or vowel error value is circled, then added together separately for consonants and vowels, then totaled and subtracted from 100 to obtain an AAPS Total Score which is the percentage of the child's articulation which is correct.

Format: Protocol booklet contains the card number response word, age by which 90% of the children tested had mastered the sound position of the sound, error and numerical value. Same information is available for vowels in order of testing.

Space for Recording Retest:

There is a space for one retest which will determine the percentage of speech improvement over time.

Summary Sheet (graphic representation):

A Survey Form provides a summary of the child with severe articulation problems, listing most common misarticulations. Information for ten children may be entered on one form.

TEST ANALYSIS

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Indicates the percentage of speech sounds that are correctly articulated which may aid in the decision of assigning priority for articulation therapy.

-Will determine the percentage of articulation improvement by pre-and post-testing.

-May be used as a language screening device.

NORMATIVE DATA:

Sample Size: 702

Population Descriptors Used:
Age - 3 yrs; 11 yrs. 11 mos.
Seattle Public Schools
Examiners - 19 speech clinicians

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability within one week of initial testing was .96. Inter-rater reliability was .99 when five examiners simultaneously rated responses of 15 children.

Validity:

Agreement with 10 graduate students in speech pathology with clinical experience, rating two, 10-second samples of a child's spontaneous speech and the AAPS was .92.

REFERENCES:

Arizona Articulation Proficiency Scale: Revised - manual

TEST ANALYSIS

TITLE: ARIZONA ARTICULATION PROFICIENCY SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: APRIL 1977

TEST ANALYSIS

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION   Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author:
Rochana Foster
Jane J. Giddan
Joel Stark

Publisher:
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Manual - $2.50; Recording sheet (pad of 50) - $2.25; Cards - $9.50

DESCRIPTIVE INFORMATION:

Purpose:

Designed to determine how many word classes in different combinations of length and complexity a child is able to understand.

Age Range (CA): 3½ - 6 yrsMA: Grade Level:

Format:

Child is presented with a card with four pictures, then given a stimulus word, phrase or sentence and must point to the correct picture.

Time Required:
Ten minutes

Sub-Areas:
Part A: Core vocabulary
Part B, C, D: Comprehension of an increased number of alternatives

Observational Information:

None

Personally Identifiable Information Required:

Recording sheet unavailable for review.

TEST ANALYSIS

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate a response.

Disability Groups:

Language impaired, Severe Articulation problems, children with Limited Speech.

Age Range (CA): 3½ - 6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual. There is a group form for this test for screening purposes.

Training Needed by Examiner:

Examiner should be familiar with the objective of the test. Speech clinician should review the results for appropriate programming.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Stimulus cards

SCORING AND INTERPRETATION:

Procedure: Answers in Part A are added together. Scores for Parts B, C, and D are determined by a formula in the manual. Scores may be compared to tables for mean scores by age and sex; caution should be used due to the highly individual nature of language problems.

Format:

Response sheet unavailable for review.

Space for Recording Retest:

Response sheet unavailable for review.

Summary Sheet (graphic representation):

Response sheet unavailable for review.

TEST ANALYSIS

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide some direction to the clinician by identifying the nature of the items the child has difficulty with.

-Provides concrete ideas for specific remediation programs for children deficient in several different areas.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability:
Odd/Even reliability was .86 for Part A and .80 for Parts B, C, and D.

Validity:
No Data Available

REFERENCES:

Assessment of Children's Language Comprehension - manual

TITLE: ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION   Screening ☐   Verification ☒

ADDITIONAL INFORMATION:

Provides a brief and understandable overview of language development and language disorders.

The authors state that several items could be improved upon.

There is a table of mean scores specifically for the neurologically or educationally handicapped.

A Group Form of the ACLC is available for screening purposes.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: AUDITORY POINTING TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Janet B. Fudala, Ph.D. John D. Ross
LuVern H. Kunze, Ph.D.

Publisher:
Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Ordering Information:

Editor:

Forms: Form A
Form B

Copyright Date: 1974

Cost: Complete test pkg. - $17.50; Manual - $5.00; Form A or B (pkg. of 25) - $4.00; Cards and Plates - $5.00

DESCRIPTIVE INFORMATION:

Purpose:

Designed to test a child's short term memory, distinguishing between memory span and memory sequence.

Age Range (CA): 5 yrs. - 10 yrs. 11 mos. MA: Grade Level:

Format:

Child is auditorially presented with a chain of stimulus words, varying from 2 to 10 words per set. Child is then to point at the picture corresponding to the stimulus in the same order as presented by the examiner.

Time Required:
Untimed

Sub-Areas:
None

Observational Information:

If there is a need for an unusual amount of encouragement or reassurance, it should be noted on the test form.

Personally Identifiable Information Required:

Test form unavailable for review.

TEST ANALYSIS

TITLE: AUDITORY POINTING TEST   **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate a response in a short period of time.

Disability Groups:
Learning disabled, Mentally retarded, Physically handicapped, Speech and Language impaired, Hearing impaired

Age Range (CA): 5 yrs. - 10 yrs. 11 mos. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Test instructions on the test form should be read carefully. Five APTs should be administered for practice prior to giving one for credit.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
10 stimulus cards

SCORING AND INTERPRETATION:

Procedure: Four scores are determined for each set. 1 pt. for each word remembered (item score); 1 pt. for each word given in correct order (order score); each pair is joined as a unit (pair score); subtract 1 pt. for each item pointed to beyond the number of stimulus; 1 pt. for each last item remembered correctly. Percentile rankings for span, sequence and last item are provided in the manual.

Format:
Test form unavailable for review

Space for Recording Retest:
Test form unavailable for review

Summary Sheet (graphic representation):
Test form unavailable for review

TEST ANALYSIS

TITLE: AUDITORY POINTING TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate the proper course of remediation for specific types of memory problems.

NORMATIVE DATA:

Sample Size: 2160; 180 each boys & girls, kindergarten → Grade 5

Population Descriptors Used:

Regular classes
Seattle public schools
Hearing within normal limits

TECHNICAL ASPECTS:

Reliability: Split half reliability: .96 and .94 Form A and B respectively. Test/Retest: varied from .93 when retested within three days of the initial testing to .99 after a 7-day interval for retesting. Form A correlates with Form B, .97.

Validity:

The APT correlates with chronological age, .734; with the Slosson MA, .530; WISC Digit Span, .497; MPA Auditory Sequential Memory, .466; and Slosson IQ, .105 (or virtually no correlation).

REFERENCES:

Auditory Pointing Test - manual

TITLE: AUDITORY POINTING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

An annotated list of possible remediation programs or texts is provided.

Recommendations for programs for specific types of disorders are provided in the manual.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Nancy Bayley

Publisher:
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017

Ordering Information:

Editor:

Forms:

Copyright Date: 1969

Cost: Set - $98.00; Manual - $5.75; Combined package (pkg. of 25 of 3 record forms) - $7.00; Training films/videotapes are available for rent or purchase - prices vary.

DESCRIPTIVE INFORMATION:

Purpose: The Mental Scale is "designed to assess sensory-perceptual acuities discriminations and ability to respond." The Motor Scale is "designed to provide a measure of the degree of control of the body coordination of the large muscles and finer manipulating skills of hands and fingers." The Infant Behavior Record is designed to "assess the nature of the child's social and objective orientations toward his environment."

Age Range (CA): 2-30 mos. **MA:** **Grade Level:**

Format: Child is asked to perform various motor and cognitive tasks appropriate for his age group. A basal and ceiling level are established. There are a total of 163 items in the Mental SCale and 81 in the Motor, no child is tested with all.

Time Required: Approximately 45-75 minutes

Sub-Areas:

Mental scale	Infant behavior record
Motor scale	

Observational Information: Notes may be made regarding the child's performance to the right of the item. General notes may be made on the cover sheet of both the mental and motor scales. Observations of a child's interaction with the test materials may indicate additional items passed, e.g. regards ring, grasps ring, secures ring.

Personally Identifiable Information Required:
Child's name, age, sex, address, birthplace, birth weight, birth order
Prenatal or birth difficulties
Child's health
Parent's names, educational levels, occupations
Household composition
Place of testing
Examiner's name

TEST ANALYSIS

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT **Screening** ☐ **Verification** ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 2-30 mos. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the directions and scoring procedure. Should be able to effectively interact with infants at various levels of development. Should have experience in testing infants of all ages to become familiar with characteristic responses.

Other Persons Required: The child's mother or major caregiver should be present during testing to answer the examiner's questions and to administer any item the child refuses to perform for the examiner.

Materials Required: (*items not provided in kit) (See Additional Information)

*	2'x4'	Table
	12-1"	Red cubes
*	8½x11"	Paper (not bond)
	2	Cups
	2	Red crayons
		Rabbit
		Red ring with string
	2	Teaspoons
		Sugar pellets
		Bell

	Mirror
	Red ball
	Yellow pencil
	Rattle
*	Crib
*	Playpen (optional)
	Red flashlight
	Light switch
*	Stopwatch
*	Facial tissues
	Pegboard with six pegs

SCORING AND INTERPRETATION:

Procedure: Check P (Pass) column for successful performance, F (Failure) column for unsuccessful performance. Column headed Other is marked O for Omit, R for Refused, or RPT for reported by parent. A basal age is determined and all P's above that level are added. This score is then compared to the norm tables for that age to get a Mental and Psychomotor Developmental Index (MDI or PDI) or an age equiv.

Format: Record form for both the mental and motor scales contains: item number, age placement, situation code, item title, score and notes; Infant Behavior Record is a checklist of behaviors and contains scaled and/or behavior listings.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT   Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May demonstrate a child's need for an early intervention program.

-May aid in the determination of a functioning age for a more severely disabled older child.

NORMATIVE DATA:

Sample Size: 1,262 children, aged 2-30 months, divided 14 age groups

Population Descriptors Used:

Controlled for sex and race, area of residence (urban-rural) and education of the head of the household

TECHNICAL ASPECTS:

Reliability: Standard error of measurement for the Mental Scale ranges from 4.2 to 6.9, and the Motor Scale from 4.6 to 9.0. Split half reliability for the Mental Scale ranged from .81 to .93 and the Motor Scale .68 to .92. Test/Retest: with 28, 8-mo. old infants tested 1 week apart had a mean of .764.

Validity:

Additional studies are available. Correlations between the Mental and Motor Scales ranged from .24 to .78 for raw scores and .18 to .75 for standard scores. Median across the 14 age groups was .46.

REFERENCES:

Bayley Scales of Infant Development - manual
record forms

TITLE: BAYLEY SCALES OF INFANT DEVELOPMENT Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Materials: (continued)

- Blue box with two lids
- Blue formboard with nine blocks
- Toy car
- Clear plastic bottle
- Doll that squeaks
- Picture book
- 12 Square yellow beads
- Round plastic box
- Pink formboard with three blocks
- Orange pullstick
- Toy watch
- Scissors
- Toy chair
- Jointed doll
- Toy cup
- 2 Picture cards
- Doll with detached head
- Plate
- Incomplete watch cards
- Chalk
- 10' String or cord
- Pull toy
- Tape measure
- * Walking board
- * Stairs

Directions for the construction of a walking board and stairs are included in the manual.

The infant "...may be scored for an ability manifested at anytime during the observation period even though failed to demonstrate it satisfactorily when a specific opportunity was afforded him."

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:
VORT Corporation
P. O. Box 11132
Palo Alto, California 94306

Ordering Information:

Editor:
Santa Cruz Special Education Management System

Forms:

Copyright Date: 1973

Cost: Individual strands (25 copies ea.) - $1.50; BCP Charts - $3.95; Observation booklet - $6.95

DESCRIPTIVE INFORMATION:

Purpose:
To help a teacher identify which behaviors to focus upon within the basic areas.

Age Range (CA): **MA:** **Grade Level:**
Not specified

Format:
There are 59 strands (behaviors) within the BCP. A child is assessed with only those strands that are important to his educational program. Strands are a continuum of behaviors and progress to mastery.

Time Required:
Untimed

Sub-Areas: See Additional Information
Strands: 1-22 Self help, perceptual motor and language
23-45 Social, academic, pre-vocational and vocational
46-59 Appropriate for specific handicaps

Observational Information:
The BCP is completed through observation of the child. Identifying behaviors are listed on each strand in order to help characterize the child and any educational, physical, etc. problems he may have.

Personally Identifiable Information Required:
Child's name
School
Teacher's name

TEST ANALYSIS

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION   Screening ☒   Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All

Age Range (CA):   **MA:**
Not specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:
Individual

Training Needed by Examiner:
Examiner must be familiar with the child's habitual behavior and performance. He must have good observational skills. May be the classroom teacher.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Materials found in any school program.

SCORING AND INTERPRETATION:

Procedure: A determination is made by the examiner whether the child can or can not perform a behavior. A check mark is given for pass, ½ point if child performs the behavior but not at the 75% mastery level, minus for fail and 'H' for physical handicap prevents the acquisition of this skill or blank for behavior not displayed.

Format:
Each strand is divided into a task analysis of the behavior. Each task is contained in a box on the paper with the total strand.

Space for Recording Retest:
Testing may continue on the same strand until the child accomplishes all objectives for that strand.

Summary Sheet (graphic representation):
The BCP chart may be used as a summary, if desired.

TEST ANALYSIS

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to determine a child's present performance levels, as well as the short term objectives that are an integral part of the child's IEP.

NORMATIVE DATA: Criterion - referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Behavioral Characteristics Progression - observation booklet
charts
individual strands

TEST ANALYSIS

TITLE: BEHAVIORAL CHARACTERISTICS PROGRESSION Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The BCP has a built in 75% mastery level.

The information gathered from the BCP can be used in conjunction with any adequate preschool curriculum.

Individual Strands

1. health
2. attendance/promptness
3. feeding/eating
4. drinking
5. toileting
6. grooming
7. dressing
8. undressing
9. nasal hygiene
10. oral hygiene
11. self identification
12. sensory perception
13. auditory perception
14. visual motor I
15. visual motor II
16. gross motor I
17. gross motor II
18. prearticulation
19. articulation
20. language comprehension
21. language development
22. listening
23. adaptive behaviors
24. impulse control
25. interpersonal relations
26. responsible behaviors
27. personal welfare
28. self confidence
29. honesty
30. social speech
31. social eating
32. attention span
33. task completion
34. reading
35. math
36. practical math
37. writing
38. spelling
39. reasoning
40. music and rhythms
41. arts and crafts
42. pre-vocational skills
43. kitchen skills
44. homemaking skills
45. outdoor skills
46. sign language
47. finger spelling
48. speech reading
49. orientation
50. orientation II
51. mobility I
52. mobility II
53. wheelchair use
54. ambulation
55. posture
56. swimming
57. articulation I
58. articulation II
59. health

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST   Screening ☒   Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Lauretta Bender, M.A., M.D.

Publisher:
American Orthopsychiatric Assoc., Inc.
49 Sheridan Avenue
Albany, New York 12210

Ordering Information:

Editor:

Forms:

Copyright Date: 1946

Cost: Specimen set - $3.00

DESCRIPTIVE INFORMATION:

Purpose: Designed to detect visual perceptual difficulties and the possible presence of brain damage.

Age Range (CA): 4 yrs. - MA: Adult

Grade Level:

Format:
Consists of nine figures to be copied on a separate piece of paper.

Time Required: Untimed

Sub-Areas:
None

Observational Information: Notes should be made on the test paper of any unusual circumstances concerning the individual's behavior during the test situation.

Personally Identifiable Information Required:
None

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to copy forms.

Disability Groups:
Mentally retarded, Organic Brain damage, Aphasics, Emotional or Behavior problems, Hearing impaired, Physically handicapped.

Age Range (CA): 4 yrs. - **MA:**
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Either

Training Needed by Examiner: Examiner need not be specially trained for administering the test. The person interpreting the reproduced figures should be knowledgeable about the scoring criteria.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
* 8½ x 11" sheet of white paper

SCORING AND INTERPRETATION:

Procedure: Each figure is analyzed in accordance with the specific criteria provided in the original monograph or the many books written on this subject.

Format:
None

Space for Recording Retest:

Summary Sheet (graphic representation):

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST   Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May be used to verify children as being neurologically impaired.

-May be used as one test in a battery, especially with the hesitant child.

NORMATIVE DATA: Data unavailable for review.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Inter-rater reliability ranged from .70 to .90.

Validity: See Additional Information

REFERENCES:

Instructions for the Use of Visual Motor Gestalt Test
Preschool Test Matrix: Individual Test Descriptions
Bender-Gestalt Performance by Culturally Disadvantaged First Graders -
Perceptual and Motor Skills, 1971.

TEST ANALYSIS

TITLE: BENDER VISUAL MOTOR GESTALT TEST Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Although specific validity figures are not stated, there is indication that the content validity is low.

It has been found in research that the Bender Gestalt Test yields lower scores for non-white individuals.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: W. J. Bingham

Publisher:
Bingham Button Test
46211 N. 125th Street East
Lancaster, California 93534

Ordering Information:

Editor:

Forms:

Copyright Date: 1967

Cost: Set - $3.00

DESCRIPTIVE INFORMATION:

Purpose: "...designed to measure a child's knowledge and understanding of simple terms and relationships that he will encounter in his primary school years."

Age Range (CA): 3-6 years MA: Grade Level:

Format:

Child is asked to perform 150 tasks, 10 items for each area, requiring size and color discrimination.

Time Required:

Untimed

Sub-Areas:

- Colors
- Sizes and Comparisons
- Object/Object relations
- Number concepts
- Person/object relations

Observational Information:

No observation is required for the calculation of test results, however, a trained person could observe the child for visual and/or motor difficulties.

Personally Identifiable Information Required:

Child's name, date of birth
Tester's name
Date of test
School's name

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to identify colors
Ability to manipulate small objects

Disability Groups:

All. Modification may have to be made if administered to a severely involved child or a child with a sensory handicap. Test was normed on disadvantaged children.

Age Range (CA): 3-6 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

May be administered by a professional or paraprofessional. Teachers and teacher aides are suggested to have in-service training.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Small container (pill bottle)
10 buttons: Large - red, black
Medium - yellow, pink
Small - tan, green, orange
Extra small - blue, brown, white

SCORING AND INTERPRETATION:

Procedure: For each correct response mark the test form with a +, each plus is one point. Total all the pluses for the total score. This can be compared to percentile scores in the manual.

Format:

A key word appears on the record form for each item. Scoring is done immediately below each word.

Space for Recording Retest:

None, record form is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a lack of reading readiness skills.

-May identify children with visual and motor coordination difficulties or cognitive and association problems.

NORMATIVE DATA:

Sample Size: No Data Available

Population Descriptors Used:
Children attended Summer Head Start Program
Highly disadvantaged

TECHNICAL ASPECTS:

Reliability: Split-half reliability with four children randomly selected from each of 15 different Head Start Programs, obtained a KR coefficient of .89. Test/Retest: test administered to 31 children of the initial group the following summer; a coefficient of .87 was obtained.

Validity:
Four psychometricians administered the BBT to a selected group of Head Start children. Results were compared to teacher ratings, eight weeks later, a chi square correlation coefficient of .76 was found.

REFERENCES:

Bingham Button Test - manual
materials

TEST ANALYSIS

TITLE: BINGHAM BUTTON TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The manual states that, "use of this test for children of higher socio-economic backgrounds (than standardization group) might not be suitable, other than to make general estimates of abilities."

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: CATTELL INFANT INTELLIGENCE SCALE Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Psyche Cattell

Publisher:
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017

Ordering Information:

Editor:

Forms:

Copyright Date: 1940

Cost: Manual - $15.00; Set of materials - $96.00; Test blank (pkg. of 25) - $2.80

DESCRIPTIVE INFORMATION:

Purpose:

To assess the mental development of infants as much as possible without regard to items that are heavily influenced by home training.

Age Range (CA): 3-30 mos. **MA:** **Grade Level:**

Format: There are 5 regular items and one or two alternative items for each age group (2,3,4,5,6,7,8,9,10,11,12,13,14,16,18,20,22,24,27 and 30 mos.). Each item requests a child to perform e.g., turning head toward a bell, putting pegs in a peg board. A basal and ceiling is determined.

Time Required:
20-30 minutes

Sub-Areas:
None

Observational Information:

Observations about the child's cooperation, alertness, etc. should be made on the record form. Anything out of the ordinary observed during the test period should be noted.

Personally Identifiable Information Required:
Record form unavailable for review.

TEST ANALYSIS

TITLE: CATTELL INFANT INTELLIGENCE SCALE — Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:
All, except Severely Physically involved children.

Age Range (CA): 3-30 mos. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have a sound background in child psychology and experience in psychometric procedures. Examiner should have taken a nursery school training course. Should be alert to decide whether a response is purposeful or by chance.

Other Persons Required:
The child's mother or primary caregiver should be in the room but should sit where the child cannot see her face readily.

Materials Required: (*items not provided in kit) (See Additional Information)

4"	Wooden embroidery ring (bright red) with 15" of string attached
12-1"	Wooden cubes - red
2	Teaspoons
1-1½"	Diameter red rubber ball
	Dumbbell shaped rattle
	Bell with wooden handle
	Sugar pellet - 3/10mm in diameter
	Aluminum cup - rim 3½"
	Mirror
	Door Key

SCORING AND INTERPRETATION:

Procedure: Each item is scored plus or minus dependent upon child meeting the specific criteria stated in the manual. A basal is established and item value above the basal is added for computation of a Mental Age.

Format:
Record form unavailable for review.

Space for Recording Retest:
Record form unavailable for review.

Summary Sheet (graphic representation):
Record form unavailable for review.

TEST ANALYSIS

TITLE: CATTELL INFANT INTELLIGENCE SCALE Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May be used to determine a child's approximate functioning level.

-May be used to show the need for an early intervention program for the child.

NORMATIVE DATA:

Sample Size: 1,346 examinations with 274 children aged 3,6,9,12,18,24,30, and 36 months.

Population Descriptors Used:

Children were seen at the Center for Research in Child Health and Development of Harvard University.

All points showed that there was a normal delivery of a normal child.

Residing in area for several years in order to complete study.
At least 3 grandparents were of European stock.
Mother was willing to bring child to the clinic at regular intervals.
Mostly lower middle class families.

TECHNICAL ASPECTS:

Reliability:

Odd/Even reliability ranges from .56 at 3 months to .90 at 18 months.

Validity: Correlations between the Infant Scale and the Standford-Binet Form L administered at 36 months ranged from .10 at 3 months to .83 at 30 months. There is a good indication that there is a smaller than average chance for a 3-month old child with a high score to be below average at 3 years but not necessarily vice versa.

REFERENCES:

The Measurement of Intelligence of Infants and Young Children - manual

TITLE: CATTELL INFANT INTELLIGENCE SCALE   Screening ☐   Verification ☒

ADDITIONAL INFORMATION:

Materials: (continued)

8½x11" Piece of onion skin paper
15" Shoe lace
Pegboard and pegs
Opaque handkerchief or cloth
12" String of brightly colored beads
1½" Square x 3" Box
Dice or stones
6" Jointless rubber doll that squeaks
Pencil
Paper
8" Piece of plate glass
Bottle - 3" high with a 15/16" mouth
Round box - 2" diameter
Small toy
Form board - square, triangle, circle
8 Square kindergarten beads - ½"
Covered box - 2" square x 3½" with hole in cover
7" Jointed rubber doll
Pictures of: dog, cup, shoe, house, flag, clock, star, leaf, basket, and book
Pipecleaner dog
8" Round stick
Doll's arm chair
Doll's cup
3 Small boxes, 1 3/4" x 1 1/2" x 1"
Oblong box
Card with 6 objects attached: cat, button, thimble, cup, spoon, engine
4½x5½" Piece of paper
5 Pictures of an incomplete watch
Fork
Car
18 2x4" pictures of common objects
Toy eggbeater
Card with objects attached: cup, shoe, penny, knife, car, iron

Section dealing with test scores and informing parents of their child's test results needs to be revised to reflect the current legal and educational trends.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:
Instructional Fair, Inc.
4158 Lake Michigan Drive
Grand Rapids, Michigan 49504

Ordering Information:

Editor:

Forms: Form A - 4-5 years

Copyright Date: 1971

Cost: Form A (spirit duplicator) - $4.00

DESCRIPTIVE INFORMATION:

Purpose:

To indicate a child's placement in motor skills, selected discrimination, and social areas. Possible use may be as a quick instrument used during prekindergarten registration.

Age Range (CA): 4-5 years MA: Grade Level:

Format:

One page mimeographed scale with three items per area with criterion of item failure.

Time Required:
Untimed

Sub-Areas:

Observational Information:

None

Personally Identifiable Information Required:
Child's name, entrance, and exit age, date of birth
Date of test
Child's height and weight

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Adequate skills for age(speech, etc.)

Disability Groups:
Educable mentally retarded, Learning disabled, Speech impaired

Age Range (CA): 4-5 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
None

Other Persons Required:

Materials Required: (*items not provided in kit)

- * Masking tape
- * Tennis ball
- * Ping pong ball
- * Piano
- * Large ball
- * Zipper frame
- * Button frame
- * Snap frame
- *Picture books
- *Red Pen

SCORING AND INTERPRETATION:

Procedure:
Put a red X on the line where the child can no longer do the tasks.

Format:
Scoring is done on the profile sheet.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
A profile is formed by connecting all the X's.

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child in need of some special education services due to a severe delay.

-May indicate a need for a more thorough screening evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Child's Ability Profile - Form A

TEST ANALYSIS

TITLE: CHILD'S ABILITY PROFILE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: CIRCUS

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:
Gerry Ann Bogatz
Thomas Draper
Ann Jugeldut
Wm. C. Ward
Susan Valentine
Ann McAloon
Spencer Swinton

Publisher:
Addison-Wesley Testing Service
Reading, Massachusetts 01867

Ordering Information:

Editor: Gray Sidwell, Nancy Bruno

Forms: Level A
Level B

Copyright Date: 1975, 1976

Cost: Specimen set - $7.50; Core package, Level A (4 predetermined measures and one of the teacher's choice, materials for 10 children) - $12.50; Individual measures are available, ranging in price from $3.75 to $1.00.

DESCRIPTIVE INFORMATION:

Purpose:

Designed to identify the instructional needs of individual children. Designed to monitor and evaluate early childhood education programs.

Age Range (CA): **MA:** **Grade Level:** Preprimary - Grade 1

Format: Child is to respond to a question, by the examiner, by marking the pictorial choice he thinks is correct; no verbal response is required except for the test of productive language.

Time Required:
Untimed

Sub-Areas:
See Additional Information

Observational Information: Child's behavior is rated (usually, occasionally, rarely) by observation after each test measure administered. The 5 behaviors reviewed are: Asked for help with test from an adult; Appeared to just mark numbers at random; Kept his/her place on test; Looked at answers other children marked; Seemed to weigh alternative choices to a question carefully.

Personally Identifiable Information Required:
Child's name and number for machine scoring
Teacher's name
School's name

TEST ANALYSIS

TITLE: CIRCUS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Overall developmental level adequate for age

Disability Groups:

Speech impaired, Physically handicapped, Hearing impaired, Learning disabled, Mild-Borderline Mentally retarded

Age Range (CA): **MA:** GRADE LEVEL: Preprimary - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Small group, approximately 10 children. The Say and Tell sub-test is administered individually. Handicapped children may need to be tested individually.

Training Needed by Examiner: Examiner may be a classroom teacher or teacher aide. Should be thoroughly familiar with the test instructions, format, and scoring. Should understand the rationale for utilizing the tests.

Other Persons Required:

Proctors or aides may be needed to insure all children are following directions.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each child's answers are compared to an answer key. Numerical Score is the number of correct responses. A Sentence Report is written for each child stating his strengths and weaknesses. A Behavior Inventory Score is determined.

Format: Each test measure has its own performance record sheet containing space to log the performance for 50 children. Norm scores are contained in each measure's instruction booklet.

Space for Recording Retest:

None, test booklets are non-reusable.

Summary Sheet (graphic representation):

Class Performance Record provides class summary data. Individual summaries are not compiled.

TEST ANALYSIS

TITLE: CIRCUS Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in identifying those children who may need ancillary services, yet be in a regular class situation.

-May identify children in need of an indepth evaluation.

-May be used to evaluate and monitor an existing program and staff.

NORMATIVE DATA:

Sample Size: 2,985 (1,979 kindergarten, 1,006 nursery school)

Population Descriptors Used:
Geographic region: northeast, central, southwest, west/southwest, U. S.
City size
Socioeconomic status
Ethnic background: White, Black, Spanish, other

TECHNICAL ASPECTS: Individual norms and reliabilities have been determined for each individual measure.

Reliability: The Standard Error of Measurement is provided for each measure total and sub-tests for kindergarten and nursery school children for Level A and kindergarten children for Level B.

Validity:

Correlations between teacher's rating of children's competencies and CIRCUS test scores ranged from .25, How Words Sound to .56, Finding Letters and Numbers (Level A) and from .25 See and Remember to .58 How Much and How Many, Part I (Level B).

REFERENCES:

Circus: Manual and Technical Report - teacher's edition
Individual test measures - user's guides
test booklets

TEST ANALYSIS

TITLE: CIRCUS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas:

Level A	Level B
What Words Mean	How Much, How Many
How Much and How Many	Look-Alikes
Look-Alikes	Copy What You See
Copy What You See	Finding Letters and Numbers
Finding Letters and Numbers	Things I Like
Noises	Word Puzzles
How Words Sound	Listen to the Story
How Words Work	Say and Tell
Listen to the Story	Do You Know...?
Say and Tell	See and Remember
Do You Know...?	Think It Through
See and Remember	Make-A-Tree
Think It Through	Activities Inventory
Make-A-Tree	Educational Environment Questionnaire
Activities Inventory	
Behavior Inventory	
Educational Environment Questionnaire	

All tests are not given to any one child. Tests are chosen with the purpose of the assessment in mind.

Practice sessions to insure that the child understands the proper marking procedure may be useful prior to testing.

A Spanish version CIRCO is being developed.

A booklet of suggested instructional activities After the CIRCUS has been developed.

An Educational Environment Questionnaire is filled out by the teacher. It provides a self-report (teacher background, educational values, and attitudes) and a description of the class, school or program.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: COLUMBIA MENTAL MATURITY SCALE   Screening ☒   Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:
Bessie B. Burgemeister
Lucille Hollander Blum
Irving Lorge

Publisher:
Harcourt Brace Javonovich, Inc.
New York, New York

Editor:

Copyright Date: 1954, 1959, 1972

Ordering Information: See Additional Information
The Psychological Corporation
757 Third Avenue
New York, New York 10017

Forms:
Third Edition

Cost: Examiner's kit - $57.50; Manual - $5.25; Record form (pkg. of 35) - $4.75

DESCRIPTIVE INFORMATION:

Purpose:
To measure a child's general reasoning ability.

Age Range (CA): 3½ years- 9 yrs. 11 mos.   MA: Grade Level:

Format:
The child is requested to choose the item that is different from a series of items; differences cover size, shape, form, color, etc. Response is non-verbal. From 51 to 65 items are presented to the child.

Time Required:
15-20 minutes

Sub-Areas:
None

Observational Information:
Record form provides space to "indicate...any unusual conditions which affected the subject's behavior during the testing session."

Personally Identifiable Information Required:
Child's name, date of birth, exact chronological age.

TEST ANALYSIS

TITLE: COLUMBIA MENTAL MATURITY SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Adequate receptive language
Ability to discriminate size, shape and form differences

Disability Groups:
Physically handicapped, Brain damaged, Mentally retarded, Visually impaired, Speech impaired, Hearing impaired.

Age Range (CA): 3½ years- **MA:**
9 yrs. 11 mos.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Understanding of thepurpose of the test, practice with test materials, sensitivity to the needs and behavior of young children. May be administered by a psychologist, counselor, or teacher under direct supervision of a psychologist.

Other Persons Required:
None

Materials Required: (*Items not provided in kit)
65 6x9" Picture cards

SCORING AND INTERPRETATION:

Procedure: All correct items are counted as the raw score. This is converted with tables in the manual to an Age Deviation Score, Percentile rank, Stanine scores, and a Maturity Index. If a child achieves a relatively high raw score on the level, he is tested with the next level.

Format:
Record form spans two test levels, indication as to beginning and ending items for each level is given. All correct answers are printed in black, all incorrect answers are in white.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
All scores are listed on the record form.

TEST ANALYSIS

TITLE: COLUMBIA MENTAL MATURITY SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate the need for an in-depth evaluation of the child.

-May help the teacher eliminate reasoning ability from the possibilities causing a child's difficulty in learning.

-May get a reasoning level or ability rating for a nonverbal child.

NORMATIVE DATA:

Sample Size: 2600; 200 at each of 13 age groups

Population Descriptors Used:

Geographic area: Northeast, South, North, Central, West
Race: Stratified in accordance with the U. S. Census
Ethnicity: To insure inclusion 74 Puerto Ricans and 14 Mexican-Americans were in the sample.
Parental occupation: Stratified in accordance with the U. S. Census.

TECHNICAL ASPECTS: Numerous studies have been made using the 1959 CMMS, which correlates highly with the 1972 revision.

Reliability: Standard error of measurement is 5 pts. for 3½-5½ year olds and 6 pts. for 6-9 year olds. Split half reliability ranges from .85 with Level H; with 9 year olds to .91 for levels C & E for 4½ and 5½ year olds. Test/Retest reliability ranged from .84 to .86.

Validity: With 177 children in first and second grades tested with the CMMS and the Stanford Achievement Test had correlations ranging from .31 (paragraph meaning) to .61 (arithmetic and vocabulary for grade 1 and .43 (science and social studies) to .61 (arithmetic concepts). Correlations with the 1959 CMMS, 1972 CMMS, and Stanford-Binet form L-M were .84 and .67 respectively.

REFERENCES:

Columbia Mental Maturity Scale: Guide for Administration and Interpretation

TEST ANALYSIS

TITLE: COLUMBIA MENTAL MATURITY SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Ordering information and cost: (Continued)

May also be ordered from Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

Prices for materials are:

Kit - $64.50; Manual - $4.50; Record forms (pkg. of 25) - $6.50; over 20 pkg. of forms - $5.00/pkg.

The Third Edition has many new items and all items retained were examined for updating picture content. The 1972 version is the only CMMS that is standardized.

Included administration directions for Spanish speaking children. Administrator should be from the same population as the child.

The CMMS may be administered through the use of an interpreter.

The manual cautions that the interpretation of the CMMS results should be made within the limits of its scope. Additional caution should be used when interpreting extremely low or extremely high scores.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: DENVER ARTICULATION SCREENING EXAM   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Amelia F. Drumwright

Publisher:
LADOCA Project & Publishing
Foundation, Inc.
East 51st Ave. & Lincoln Street
Denver, Colorado 80216

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Manual - $2.50; Workbook/manual - $3.25; Test forms (pkg. of 25) - $0.50; Picture cards - $0.60

Availability:
Available from a Mead Johnson Laboratories representative

DESCRIPTIVE INFORMATION:

Purpose:
"...designed to reliably discriminate between significant developmental delay and normal variations in speech sound acquisition to detect common abnormal conditions..."

Age Range (CA): 2½ - 6 yrs MA: Grade Level:

Format:
Child is asked to repeat 22 words containing 30 sound elements after the test administrator.

Time Required:
5 minutes

Sub-Areas:

None

Observational Information:
A child is simultaneously evaluated for his speech intelligibility as subjectively determined by the administrator.

Personally Identifiable Information Required:
Child's name and address
Each individual testing requires the examiner's name, date of test, child's age.

TEST ANALYSIS

TITLE: DENVER ARTICULATION SCREENING EXAM Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Verbal language

Disability Groups:
All

Age Range (CA): 2½ - 6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:
Individual

Training Needed by Examiner: Examiner need not be well versed in articulatory development. Should be able to discriminate between correct and incorrect sound pronunciation. May be a doctor, nurse, teacher or paraprofessional.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

*Picture cards (used with an uncooperative child)

SCORING AND INTERPRETATION:

Procedure:

Circle sounds underlined that the child pronounces correctly. Count circles to determine the raw score. Compare to chart on back side of test form to determine child's percentile ranking.

Format:

All scoring is done immediately on the test form.

Space for Recording Retest:

Three testings may be recorded on one test form.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DENVER ARTICULATION SCREENING EXAM Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May identify the need for an in-depth speech evaluation.

NORMATIVE DATA:

Sample Size: 1450 children

Population Descriptors Used:

Ages 2 yrs. 4 mos. to 6 yrs. 3 mos.
Equal number of boys and girls
Anglo, black and hispanic residents of Denver, Colorado

TECHNICAL ASPECTS:

Reliability:

Test/Retest for 110 children screened twice, 4-8 days apart by speech pathologists, found a correlation of .95.

Validity:

Nine paraprofessionals using the DASE screened 240 children. Of this group 89 (43 normal test results and 43 abnormal) were administered the Hejna Developmental Articulation Test by a speech pathologist, finding a copositivity of .88 and a conegativity of .91.

REFERENCES:

Denver Articulation Screening Exam - manual

TEST ANALYSIS

TITLE: DENVER ARTICULATION SCREENING EXAM Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

No significant difference was noted among cultural groups in the standardization population.

A listing of "Percent of Children Passing Sound by Age and Cultural Group" is in the manual.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: DENVER AUDIOMETRIC SCREENING TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Amelia F. Drumwright, M.A.

Publisher:
LADOCA Project & Publishing
Foundation, Inc.
E. 51st and Lincoln Streets
Denver, Colorado 80216

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Reference manual - $2.00; Manual/Workbook - $3.25; Test forms (pkg. of 25) - $0.50

DESCRIPTIVE INFORMATION:

Purpose:
To quickly screen a child's hearing at normal conversational levels.

Age Range (CA): 3-6 yrs. MA: Grade Level: Preschool

Format:
Child is tested with the aid of an audiometer at three puretone frequency levels at one intensity.

Time Required: Untimed

Sub-Areas:
None

Observational Information:
Comments may be entered on the test response form. When testing a child under 3 years of age, good observational data should be compiled.

Personally Identifiable Information Required:
Child's name, address

TEST ANALYSIS

TITLE: DENVER AUDIOMETRIC SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate a response consistently.

Disability Groups:
All, mild to moderate disabilities

Age Range (CA): 3-6 yrs. MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner must be well acquainted with the specific operating instructions for the audiometer being used. Must be able to teach the child the proper method of response.

Other Persons Required:
None

Materials Required: (*Items not provided in kit)
* Audiometer
* Earphones

SCORING AND INTERPRETATION:

Procedure: Child is tested at 3 puretone frequencies repeatedly until he obtains 3 passes or failures. Each ear is tested separately. P (pass), F (fail), or U (uncertain) is circled for each frequency tested and for the overall test results.

Format:
Record sheet is divided into results for right and left ear.

Space for Recording Retest:
Three separate tests may be recorded on one form.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: DENVER AUDIOMETRIC SCREENING TEST   Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child with a hearing impairment within the frequency band for conversational speech.

-May indicate a child in need of a more in-depth evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Denver Audiometric Screening Test - manual

TEST ANALYSIS

TITLE: DENVER AUDIOMETRIC SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual provides general operating instructions for an audiometer.

Provides hints for testing difficult-to-test children.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: DENVER EYE SCREENING TEST   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: John Barker, M.D.
Arnold Goldstein, Ph.D.
William K. Frankenburg, M.D.

Publisher:
LADOCA Project & Publishing
Foundation, Inc.
51st & Lincoln Streets
Denver, Colorado 80216

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Reference manual - $2.00; Manual/Workbook - $3.25; Test forms (pkg. of 25) - $0.20

DESCRIPTIVE INFORMATION:

Purpose:

To determine the child's ability to see and to determine the possible need for correction.

Age Range (CA): 6 mos. - 6 years   MA: Grade Level:

Format:

Examiner is to administer an acuity test differing with the child's age and abilities. Examiner examines child's eyes for different reactions.

Time Required:

Untimed

Sub-Areas:

Vision test
Question
Cover test
Pupillary light reflex test

Observational Information:

Test centers on observing the child's eyes and reaction to light.

Personally Identifiable Information Required:

None

TEST ANALYSIS

TITLE: DENVER EYE SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All, especially Severely/Profoundly handicapped

Age Range (CA): 6 mos. - 6 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be thoroughly familiar with the tests and the rating scale. May be used by trained paraprofessionals or a physician or his staff members.

Other Persons Required:

If child is very young or apprehensive of new surroundings, the parent should stay with the child.

Materials Required: (*items not provided in kit)

4 Picture cards
Flashlight
Occluder
E card
Spinning toy
15 ft. String

SCORING AND INTERPRETATION:

Procedure: Scoring criteria are in the manual. Scoring is accomplished by circling the correct letter (P, F, U) for each sub-test. Total test is then graded by specific criteria as normal, abnormal, or untestable.

Format:

Scoring sheet divides each item into 3 possible results - normal, abnormal, untestable. Total test rating criteria are listed on the score sheet.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: DENVER EYE SCREENING TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate the need for an in-depth evaluation of the child by an eye specialist.

-May identify the child with a vision problem who may be too severely involved to be able to respond to conventional screening tests.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Denver Eye Screening Test - manual

TEST ANALYSIS

TITLE: DENVER EYE SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

A great deal of practice is necessary before a paraprofessional would be able to make the correct interpretations of the eye examination.

Training and Proficiency films and videotapes are available for rent and purchase.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: DETROIT TESTS OF LEARNING APTITUDE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Harry J. Baker, Ph.D.
Bernice Leland, M.A.

Publisher:
Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, Indiana 46206

Ordering Information:

Editor:

Forms: Revised, 1967

Copyright Date: 1935, 1959, 1967

Cost: Sample packet - $10.80; Examiner's handbook and record forms - $5.80; Pictorial material - $4.50; Record booklets (pkg. of 35) - $7.65; Set of 8 forms - $1.65

DESCRIPTIVE INFORMATION:

Purpose:
To provide an idea of an individual's mental development.

Age Range (CA): MA: Grade Level: Preschool - High school

Format:
Individual is asked to perform various motor and verbal tasks. There are 19 sub-tests but from 9-13 are administered to each individual.

Time Required: Time limits are stated in the manual for certain sub-tests; others are untimed.

Sub-Areas: (See Additional Information)

1. Pictorial absurdities
2. Verbal absurdities
3. Pictorial opposites
4. Verbal opposites
5. Motor speed and precision
6. Auditory attention span for unrelated words
7. Oral commissions
8. Social adjustment

Observational Information:

Note should be made as to the child's reaction to the test, such as: failure to try, crying, etc.

Personally Identifiable Information Required:
Child's name, sex, birthdate, chronological age
School, grade
Median mental age, IQ
Time started, time finished
Examiner's name
Date

TEST ANALYSIS

TITLE: DETROIT TESTS OF LEARNING APTITUDE **Screening** ☒ **Verification** ☑

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to speak understandably
Some fine motor dexterity

Disability Groups: (See Additional Information)

Mentally retarded, Learning disabled, Language impaired

Age Range (CA): **MA:** GRADE LEVEL: Preschool - High school

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, several sub-tests may be administered in small groups.

Training Needed by Examiner: "...only those persons who are fully equipped by training to administer and interpret psychological tests can expect to obtain reliable and consistent results." Practical experience with handicapped children is recommended. Knowledge of testing procedures helpful.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Pictorial material booklet
* Book
* Pencil
* 20 pennies
* Several pieces of paper

SCORING AND INTERPRETATION:

Procedure: Each sub-test is scored to particular criterion given in the manual. Four types of scores may be derived, a raw score-number correct; a weighted score-number correct in a series multiplied by number in that series; a cumulative score-number correct in 1, 2, 3 minutes and a scaled score-3, 2, 1, 0 points, dependent on criteria. Scores are converted to MAs.

Format: Pupils record booklet provides stimulus word for verbal and auditory sub-tests and key words for social adjustment, orientation, etc. Individual being tested may mark in the book for certain sub-tests to provide a very complete record of performance.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Profile sheet is part of the record booklet. Individual sub-test MAs are plotted in order (highest to lowest). A chronological age line may also be drawn to provide direct contrast.

TEST ANALYSIS

TITLE: DETROIT TESTS OF LEARNING APTITUDE Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May indicate the need for a complete psychological and educational evaluation.

-May be used to narrow the possible causes of a child's learning problem.

NORMATIVE DATA:

Sample Size: Initial standardization: 50 persons at each age level

Population Descriptors Used:

IQ ranged from 90 to 110 on a group intelligence test
Detroit Public Schools

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 48 individuals tested five months apart was .959; with 792 students, aged 7-12 years, tested 2-3 years apart, had a correlation of .675.

Validity:

16 sub-tests were correlated with each other on 100 children, aged 8-12 years, the majority of correlations ranged from .4 to .2; highest correlation was with Verbal Absurdities and Verbal Opposites.

REFERENCES:

Detroit Tests of Learning Aptitude - Examiner's handbook
(revised, 1967)
Pupil record booklet
Picture material

TITLE: DETROIT TESTS OF LEARNING APTITUDE Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas (Continued)

9. Visual attention span for objects
10. Orientation
11. Free association
12. Memory for designs
13. Auditory attention span for related syllables
14. Number ability
15. Social adjustment B
16. Visual attention span for letters
17. Disarranged pictures
18. Oral directions
19. Likenesses and differences

Recommended sub-test for specific handicaps:

Visually Impaired: Test numbers 2,4,6,8,11,13,15,19
Hearing Impaired: Test numbers 1,3,5,9,11,12,16,17
Physically Handicapped: Omit test numbers 5,12,17,18
Speech Impaired: Omit language items if articulation is very poor, definitely omit test number 11
Non-English speaking: Test numbers 3,5,12,17

Suggestions for testing the mentally retarded or mentally gifted are made, which incorporates reaction time, perseveration, etc.

Originally the Detroit Tests was to be a verification instrument; however, since it was developed and standardized in the mid 1930's, it seems impossible that it would be able to accurately test an individual for this purpose.

Many of the pictures do not have the proper proportions -eg. watch larger than boy Pictures may also be difficult for the child to relate to and a pictoral absurdity may identify the woman's clothing rather than the fact that her coat is on backwards. Pictures may also confuse the child since, in many cases, they depict circumstances or situations which were correct in the 1930's but are not necessarily true today.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: John F. Murphy, M.Ed.
Charles A. O'Donnell, M.Ed.

Publisher:
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, MA 02138

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: See Additional Information

DESCRIPTIVE INFORMATION:

Purpose: Designed to help the parent or teacher observe the child's language acquisition by component part.

Age Range (CA): **MA:** **Grade Level:**
No age or grade level specified.

Format:
Teacher or parent are to respond to questions about child's abilities and then list the child's weaknesses and strengths within that area.

Time Required: Untimed

Sub-Areas:
General development
Perceptual development

Observational Information:
Inventory is an observation instrument

Personally Identifiable Information Required:
None

TEST ANALYSIS

TITLE: DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN   Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Spoken language

Disability Groups:
All

Age Range (CA):   **MA:**
No age or grade level specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: No special training. Word definitions and descriptions are provided. May be filled out by a parent or teacher.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

This inventory does not yield a score, rather it lists a child's strengths and weaknesses.

Procedure:

Format:

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May allow a parent or teacher to observe and listen for one isolated aspect of a child's speech, language, or knowledge.

-May yield information to set up teaching goals through the list of strengths and weaknesses.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Developing Oral Language with Young Children: A Parent-Teacher Inventory

TEST ANALYSIS

TITLE: DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The inventory is cross referenced to a remediation program comprised of six books. For each type of problem a listing of which books should be used is supplied.

The set costs - $11.50; individual books vary from $1.75 to $3.00.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Rebecca F. DuBose
Mary Beth Langley

Publisher:
Teaching Resources Corp.
100 Bolyston Street
Boston, MA 02116

Ordering Information:

Editor:

Forms:

Copyright Date: 1977

Cost: Kit - approximately $56.00

DESCRIPTIVE INFORMATION:

Purpose: Designed as a screening measure for children with handicaps in addition to a possible developmental delay as well as non-handicapped children with a developmental delay.

Age Range (CA): 6-60 mos. MA: Grade Level:

Format:
Child is presented varying tasks to perform. A basal and a ceiling are determined. The test is totally non-verbal and contains specific adaptations for the visually impaired.

Time Required:
Approximately 25-30 minutes

Sub-Areas:
None

Observational Information:
No additional observations of the child need to be made. Notes may be made, if necessary, to the right of the test items on the response form.

Personally Identifiable Information Required:
Standard information

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, especially useful with modifications provided for the Multihandicapped, Visually impaired or Hearing impaired

Age Range (CA): 6-60 mos. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should have basic knowledge about normal child development. May be administered by a regular classroom teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

- * Cup with handle
- 20 Blocks
- Pegboard and pegs
- * Brightly colored toy with 30" string attached
- * Weighted roly-poly musical toy
- * Paper
- * Marking pen, pencil or crayon
- Formboard-circle, square, triangle
- * Small bottle with narrow neck
- * Small objects that fit in bottle (beans, M&Ms)
- * Rubber squeeze toy
- *2 ea: Shoes, balls, combs, cups
- Stacking rings
- * Doll with facial features
- Beads and two strings
- * Container
- 4 Bowls (red, yellow, green, blue)
- Nested cups

SCORING AND INTERPRETATION:

Procedure: Score a plus for correct performance or a minus for unsuccessful performance for each item. Establish a basal and ceiling level. Add all additional pluses to the basal age level at 1 month credit per plus, which results in a developmental level which may be converted to a developmental quotient.

Format:

Response form lists an identifying phrase for each item in each age range.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child's present levels in order to establish an individualized education plan.

-Instructional suggestions are provided in the manual for the classroom teacher's use, especially when waiting for a specific evaluation or report prior to writing an IEP.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: With 45 multihandicapped children tested with the DASI and the Cattell or Merrill Palmer, a correlation of .91 was found, showing the DASI tests in the same domain. A correlation of .19 was found with the DASI and the REEL or Preschool Language Scale.

Validity:

With 42 delayed and nondelayed children ranging in age from 7-74 months, the following correlations were found: DASI & Preschool Attainment Record, .97; DASI & DDST, .95. With 14 non-delayed day care children ranging in age from 15-56 months, with the same tests, a correlation of .92 was found for the DASI and PAR and .87 for the DASI and DDST.

REFERENCES:

Developmental Activities Screening Inventory - manual
record form
materials

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials: (continued)

Picture of hammer, watch
* Hammer
* Watch
* Apple
Card printed with circle
* Comb
* Hat
* Sunglasses
Pictures of shoe, shirt, drink, cookie, baby, car, sleep, cat,
Card printed with cross
* 9x12" piece of cardboard
Picture of eat, run, play, brush
Card printed with square
Picture of cat, dog, horse, hen, baby, boy, girl, apple, ice cream, carrots, sandwich
* Paper - small, medium, large
* 3 Spoons (different sizes)
* 3 Measuring cups (different sizes)
* 2 10" paper squares
Set configuration cards
Dot configuration cards
Picture of letter, swing, stove, lamp, car, coat, ironing board, stamp, boy (girl), frying pan, light bulb, license plate, hanger, iron
Card printed with triangle
Cardboard square
2 Cardboard triangles
2 ea. Numeral cards (2, 4)
3 pr. Word cards (stop, boy, girl)

Test areas covered:

Fine motor coordination
Cause and effect
Means-end relationship
Association
Number concepts
Size discrimination
Seriation

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Ruth Zimmerman, B.A., M.Ed.
Susan Bornstein, B.A., M.Ed.

Publisher:
Boston Center for Blind Children
147 S. Huntington Avenue
Boston, Massachusetts 02130

Ordering Information:

Editor:

Forms:

Copyright Date: See Additional Information

Cost: checklist - $5.00

DESCRIPTIVE INFORMATION:

Purpose:
To evaluate visually impaired children's skill status and to measure their progress.

Age Range (CA): 1-8 yrs. MA: Grade Level:

Format:
Items are arranged in checklist form.

Time Required: Untimed

Sub-Areas:
- Self-help
- Receptive language
- Expressive language
- Social skills
- Gross motor
- Fine motor
- Pre-orientation & mobility

Observational Information:
The checklist is totally observational

Personally Identifiable Information Required:
Child's name, address, date of birth
School/Class
Eye Diagnosis, age at onset, amount of vision
Additional handicaps
Date of observation
Examiner's name

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Visually impaired, Severely/Profoundly Mentally retarded

Age Range (CA): 1-8 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be a good observer. Should be familiar with the checklist items in the event that a directed interview is made.

Other Persons Required:

Person familiar with the child's habitual performance and behavior is required if a directed interview is necessary.

Materials Required: (*items not provided in kit)

Materials required may be available in any nursery or preschool or child's home.

SCORING AND INTERPRETATION:

Procedure:

Check each item observed on the line preceding the test item. No scores are given.

Format:

Scoresheet is the evaluation items.

Space for Recording Retest:

Four retests may be recorded, usually over the period of one year.

Summary Sheet (graphic representation):

Summary sheets are provided for each sub-area. Summary contains space to provide the child's present skill level and the educational goals for the child by skill area.

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May provide needed information for the determination of present levels of competence.

-May provide sequential short-term objectives to reach an end goal in an individual education plan.

-May be used as a year-end evaluation instrument of the child's progress over this period of time.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Developmental Checklist

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Provides examples of how to fill out the checklist and the summary pages.

The checklist was developed through a federal grant.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: George E. DeHaven, P.T.
James D. Bruce, M.S.

Publisher:
Devereux Foundation
Devon, Pennsylvania 19333

Ordering Information:
Devereux Industries
The Edward L. French Division
of Devereux's Rehabilitation Center
Devon, Pennsylvania 19333

Editor:

Forms:

Copyright Date: 1971

Cost: Image kit - $150.00; Manual - $15.00; Score sheets (pad of 50) - $4.00; Image profiles (pkg. of 25) - $3.00; individual pieces of equipment are sold separately.

DESCRIPTIVE INFORMATION:

Purpose: To measure a child's present levels in motor functioning.

Age Range (CA): 4-10 yrs. **MA:**

Grade Level:

Format:
Child is asked to perform 12 motor tasks with both hands and both feet.

Time Required: 20 minutes

Sub-Areas:
Sequential motor activity
Fine motor ability
Static balance
Perceptual motor activity

Observational Information:
Hand preference is requested.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to perform motor tasks with hands or feet.

Disability Groups: Emotionally handicapped, Neurologically impaired, Mentally retarded, Learning disabled.

Age Range (CA): 4-10 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the criterion for correct motor performance.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
* Stopwatch

SCORING AND INTERPRETATION:

Procedure: Child is scored upon performance-so many successful attempts in 10 seconds, etc. Scores for both right and left are added together. A Sub-category Score and a Total Score are determined, results are compared to a typical population in that age range.

Format:
Score sheet form: provides space for filling in the blanks.

Space for Recording Retest: The score sheet provides for two testings, one on one side, one on the other.

Summary Sheet (graphic representation):
An Image Profile is made with regard to the child's age; Profile is divided into standard deviation above and below the norm.

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-May help determine a child's present level in motor functioning for development of the IEP.

-May help determine educational objectives.

NORMATIVE DATA: Manual not available for review.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Manual not available for review

Reliability:

Validity:

REFERENCES:

Devereux Test of Extremity Coordination - ordering information
score sheet
image profile

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The DTEC is coordinated with IMAGE (Individual Motor Achievement Guided Education) which contains over 373 suggested motor exercise activities.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: James S. Giampiccolo, Jr.
Alan Boroskin

Publisher:
Research Development
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: Sample set - $1.00; Manual - $0.50; Scales (pkg. of 100) - $10.00

DESCRIPTIVE INFORMATION:

Purpose: To measure behavior and development of individuals that are so severely impaired that usual means of assessment are futile.

Age Range (CA): MA: Grade Level:
No age or grade level specified.

Format:
Individual is rated on 26 items in terms of what he can do now.

Time Required: Untimed

Sub-Areas:
- Perceptual and motor skills
- Self-help skills
- Language
- Social interaction
- Self direction

Observational Information:
The FDS is an observation instrument.

Personally Identifiable Information Required:

Standard information

General description of the subject: Medical status (checklist of additional handicaps); and Mechanical aids (used for mobility).

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Severely/profoundly Mentally retarded

Age Range (CA): **MA:**
No age or grade level specified.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the individual being rated.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Since observation of the individual occurs during the normal course of a day, no additional materials are required.

SCORING AND INTERPRETATION:

Procedure: The corresponding number of the descriptive statement which best describes the individual is circled. All item scores within a sub-area and all sub-areas are totaled. The Total Score is used in determining a Developmental Age. A Developmental Quotient may be calculated. A Developmental Level is found by comparison to a table.

Format:
The score sheet is the scale. Conversion tables for Developmental Age and Level are in the manual.

Space for Recording Retest:
Scale is a non-reusable booklet.

Summary Sheet (graphic representation):
Score summary is on the cover sheet of the scale, and consists of all calculated scores.

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used when determining present levels of functioning when preparing an Individual Educational Program (IEP).

-May be used to determine progress throughout the instructional year.

NORMATIVE DATA:

Sample Size:
1700

Population Descriptors Used:
Severely profoundly mentally retarded residents of Fairview State Hospital

TECHNICAL ASPECTS:

Reliability: Inter-rater: Scores yielded from testing four wards with both AM and PM shifts had an average range of .71 to .94. Test/Retest: with same population and raters, rating the residents two months after the initial testing averaged from .85 to .97.

Validity:

The FDS was administered to 127 normal children (aged 4 mos.-approx. 6 yrs.) by their parents. Relationship of chronological age to Total Score was non-linear and negatively accelerated. The regression of total score on Chronological Age was .91.

REFERENCES:

Fairview Developmental Scale - manual
scale

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Development and standardization of the FDS was accomplished with an adult institutionalized population. The average age of the residents was about 18 years; the average mental age was approximately 2½ years with an average IQ of 20.2. Considering these figures it would seem realistically an instrument that may be used with preschool children.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE Screening ☑ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Alan Boroskin, M.A.

Publisher:
Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Sample set - $1.00; Manual - $0.50; Scales (pkg. of 100) - $10.00.

DESCRIPTIVE INFORMATION:

Purpose: To assess various levels of verbal and nonverbal language to detect change.

Age Range (CA): MA: COMMUNICATION LEVEL: 3 mos. - 6 yrs.

Format: Scale has ten levels in descending order of language age. The first five levels contain eight items each; the second five have six items each.

Time Required: Untimed

Sub-Areas:
Scale covers both expressive and receptive language.

Observational Information:
Scale is scored upon observation of child's language performance. Cover sheet requires information about any speech related handicaps.

Personally Identifiable Information Required:
Child's name, sex, date of birth, and age in months
Observer's name, place and date of the observation

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Designed for Severely/Profoundly institutionalized Mentally retarded; may be used with Severe Language disorders.

Age Range (CA): **MA:** COMMUNICATION LEVEL: 3 mos. - 6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Observer should be thoroughly familiar with the child to be able to rate the child's present status.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: All items are scored until all items are passed on one level or the highest level (10) is reached. Items are scored by a checkmark opposite the statement of behavior most descriptive of child's present language ability. A Language Age and Quotient are derived, and a Language Level is determined.

Format:
Scoring is done directly on the scale.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
Summary of the scores is provided.

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be an aid in the determining of a child's language level in a mass screening, especially with the shy or withdrawn child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Four ward technicians evaluated 15 residents, (that they were thoroughly familiar with) twice, two weeks apart. The Language Levels had a .948 agreement. A second study testing the residents twice, three months apart, had a range of agreement from .848 to .986.

Validity:

Item placement was done by comparison to other standardized tests.

REFERENCES:

Fairview Language Evaluation Scale - manual
record form

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Robert T. Ross, Ph.D.

Publisher:
Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Manual - $0.50; Record forms (pkg. of 100) - $10.00

DESCRIPTIVE INFORMATION:

Purpose:

To "pinpoint those behaviors which might interfere with the (individual's) independent functioning."

Age Range (CA): **MA:** **Grade Level:**

None stated. See Additional Information

Format:

The FPBR is in two parts. Part I - a listing of behavior problems and an estimate of the frequency of the behavior. Part II - an adjective checklist used to determine the individual's prevailing mood.

Time Required:

Untimed

Sub-Areas:

Aggressive behaviors
Hyperactive behaviors
Sexual behaviors
Covert behaviors
Inappropriate behaviors

Observational Information:

The FPBR is an observational instrument to help an administrator concentrate on the individual's current behavior.

Personally Identifiable Information Required:

Child's name, sex, date of birth
Examiner's name

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD   Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:
Severe or profoundly handicapped

Age Range (CA): **MA:**
None stated, See Additional Information

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:
Individual
Training Needed by Examiner:
The FPBR is filled out by a person thoroughly familiar with the individual's behavior.
Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Check each word or phrase which best describes the individual's behavior. Scores on behavior items are summed to obtain section scores and a grand total. Checklist is scored + (desirable behavior) and - (undesirable) for each adjective listed that the individual displayed within the last two weeks.
Format:
All items are scored on the record forms.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
Summary of scores is noted on the Adjective Checklist Form.

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in the determination of which individuals would benefit from a behavior management program, in order to help them become more independent.

NORMATIVE DATA: Studies have been made with adult institutionalized persons.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Fairview Behavior Problems Record - instruction sheet
record form
adjective checklist

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

-Although no age or level is specified, the norms were determined with a population of the average age of 24. Since this scale is meant to be used with the severe or profoundly mentally retarded, it seems applicable to preschoolers.

-Certain sections of the FBPR may be inappropriate to score for preschool children (i.e. sexual behaviors)

-Definitions for frequency of behavior (rarely, sometimes, frequently) would be useful but are not provided, since what may be frequent for one behavior may not be frequent for another.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Robert T. Ross, Ph.D.

Publisher:
Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Sample set - $1.00; Manual - $0.50; Scales (pkg. of 100) - $10.00

Availability:

DESCRIPTIVE INFORMATION:

Purpose: Designed to assess various aspects of adaptive behavior to detect change in small increments.

Age Range (CA): 1-4 yrs. MA: Grade Level:
See Additional Information

Format:
Child is rated as to his proficiency on 34 specific behaviors.

Time Required: Untimed

Sub-Areas:
- Motor dexterity
- Self-help skills
- Communication skills
- Social interaction
- Self-direction

Observational Information:
Scale is scored on the basis of observation. Additional information required: medical status (checklist of additional handicaps), mechanical aids (wheelchair, etc.), and behavior problems (checklist of maladaptive behaviors).

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Mentally retarded

Age Range (CA): 1-4 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the child being rated.

Other Persons Required: Parent may be required if the scale is used in an interview format.

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Each number corresponding to a descriptive statement that describes the child's behavior is circled (one per item). Items in each sub-area are totaled and then sub-areas are totaled. A Behavior Quotient may be computed and a Behavior Level determined.

Format:
Scoring is done on the scale form.

Space for Recording Retest:
Scale is in a non-reusable booklet.

Summary Sheet (graphic representation):
Score summary is on the front coversheet.

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to determine a child's progress on an annual basis.

NORMATIVE DATA:

Sample Size: 574

Population Descriptors Used:

Institutionalized severely/profoundly mentally retarded.

TECHNICAL ASPECTS:

Reliability: An attendant rated each of 12 individuals he was most familiar with, and rated them again in three months. Correlation between the morning and afternoon shift ratings was .91.

Validity: The FSHS correlated with the Vineland Social Maturity Scale and the Cain-Levine Social Competency Scale above .93.

REFERENCES:

Fairview Self-Help Scale - manual
score sheet

TITLE: FAIRVIEW SELF HELP SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The FSHS was originally intended for use with the adult population of the Fairview Hospital who were severely or profoundly mentally retarded.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST **Screening** ☒ **Verification** ☐

BIBLIOGRAPHIC INFORMATION:

Author: R. B. Ammons
H. S. Ammons

Publisher:
Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Ordering Information:

Editor:

Forms: Form A
Form B

Copyright Date: 1948

Cost: Plates, instructions, norms, answer sheets - $15.00; Answer sheets (pkg. of 25) - $2.50; Provisional manual (compilation of articles) - $2.75

DESCRIPTIVE INFORMATION:

Purpose:
Designed to be a quick test of verbal comprehension, and intelligence.

Age Range (CA): 2 yrs. - Adult **MA:** **Grade Level:**

Format:
Subject is given a stimulus word and asked to indicate which picture of four best illustrates the word.

Time Required: 10 minutes

Sub-Areas:
None

Observational Information:

None

Personally Identifiable Information Required:

Name, age
Examiner's name

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate a response in a consistent manner.

Disability Groups:
Physically handicapped, Severely Speech impaired, Aphasic, Emotionally disturbed

Age Range (CA): 2 yrs. - **MA:**
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be able to gain rapport with the individual being tested. Should be familiar enough with the stimulus words to use them in differing sequences. Should be able to eliminate guessing by the subject.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
16 Picture plates

SCORING AND INTERPRETATION:

Procedure: Each response is marked with a check for correct or a zero for incorrect. All correct answers are totaled for a raw score. Raw scores may be compared to norm tables for IQ equivalents.

Format:
There are separate answer sheets for each form. Each answer sheet lists the stimulus words by plate number and includes the point levels for each word. This sheet is used only by the examiner.

Space for Recording Retest:
Alternate form is available for retest.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used in mass screening efforts for quick determinations of verbal comprehension.

-May be used to test a non-verbal child to determine the size of his receptive language vocabulary.

-May be used as a quick, unobtrusive method to determine an individual's level of intelligence.

NORMATIVE DATA:

Sample Size: 589 children and adults

Population Descriptors Used:

Age
Sex
Grade placement
Father's or own occupation

TECHNICAL ASPECTS:

Reliability: Form A with Form B correlations range from .86 to .99 with a median of .93. Correlations found have been: .93 for 120 preschool children, .87 for 61 mild-severely disturbed children, .96 for 80 black children and .86 for 80 Spanish-American children.

Validity:

Validity studies are extremely numerous. Examples of validity correlations are: .78 with the Leiter with 50 cerebral palsied individuals, .48 and .57 with the WISC for 61 mild-severely disturbed children, .85 and .83 with the Binet for 120 preschool children, .84 with Raven Progressive Matrices for 50 cerebral palsied.

REFERENCES:

Full-Range Picture Vocabulary Test - Test plates
Answer Sheets
Norms

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Separate norms have been developed for Whitas and Blacks of all ages and Spanish-American bilingual children.

The FRPVT does not go below the two year age level or to the superior adult level. Since normative and standardization datawere compiled in 1948, there is some question as to its current reliability and validity.

Pictures which were to be cartoon-like line drawings are difficult to recognize and interpret. Modification and updating of the drawings are sorely needed.

DATE: April 1977

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Ronald Goldman, Ph.D.
Macalyne Fristoe, Ph.D.

Publisher:

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Kit - $22.60; Manual - $1.75; Response Forms (pkg. of 50) - $3.85; Test Plates - $18.20

DESCRIPTIVE INFORMATION:

Purpose: "To provide a method of assessing an individual's articulation of consonant sounds."

Age Range (CA): 2 yr. - Adult MA: Grade Level:

Format: Child is to identify 35 pictures, retell stories with the aid of pictures, and repeat sounds in syllables, words and sentences.

Time Required: Untimed

Sub-Areas: Sounds in Words
Sounds in Sentences
Stimulability

Observational Information:
Record form unavailable for review.

Personally Identifiable Information Required:
Record form unavailable for review.

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups: All, except the Visually impaired and the Hearing impaired with no verbal language.

Age Range (CA): 2 yr. - **MA:**
Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be extremely familiar with the directions for administration. Knowledge of phonetic notation is useful. Examiner does not have to be a speech clinician but may score the test for errors only. A more knowledgeable person may test for type of error.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Test plates

SCORING AND INTERPRETATION:

Procedure: Each item may be scored on two levels: (1) for error; and (2) for type of error. Sub-test and total scores are determined and may be converted to percentile ranks.

Format: Each stimulus or key word on the response form has the sound position color coded as to initial, medial, or final. Each item is scored by the proper mark in a cell alongside the stimulus.

Space for Recording Retest:
Response form unavailable for review.

Summary Sheet (graphic representation):
Response form unavailable for review

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May determine a child's specific difficulty in sound production.

-May indicate the stimulability (ability to have that sound reproduced) of that sound for remediation.

-May indicate consistency with sounds - always misarticulates initial sounds, etc.

NORMATIVE DATA:

Sample Size: 38,884

Population Descriptors Used:
Grade: 1 - 12
National Speech and Hearing Survey

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 37 articulatory defective children had a correlation of prescence of error of .95 for sounds in words and .94 for sounds in sentences; for type of error it was .89 and .86 for sounds in words and sentences respectively. Inter-rater reliability was found to be .92 for errors and .88 for type.

Validity:
Content validity is established by the collection of items used to assess speech sound production.

REFERENCES:

Goldman-Fristoe Test of Articulation - examiner's manual

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Ronald Goldman, Ph.D.
Macalyne Fristoe, M.S.
Richard W. Woodcock, Ed.D.

Publisher:
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Test kit - $23.00; Manual - $1.75; Test plates - $16.25; Large Training plates - $4.20; Response forms (pkg. of 50) - $3.50.

DESCRIPTIVE INFORMATION:

Purpose: "...designed to provide measures of speech-sound discrimination ability..."

Age Range (CA): 3.8 yr. - Senior adult MA:

Grade Level:

Format: Person is trained to the correct answering procedures and to identify each picture by its proper label. Client is then presented with basically the same task - identifying a picture from four.

Time Required: 10-15 minutes

Sub-Areas: Quiet sub-test
Noise sub-test

Observational Information: Space for comments about the client or test situation is provided on the response form.

Personally Identifiable Information Required:
Standard information
Type of tape player
Whether earphones or large training plates were used.

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION   Screening ☐   Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate response

Disability Groups: All

Age Range (CA): 3.8 yrs - **MA:**
Senior adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Training with large plates may be done in small groups. Actual test situation is individual.

Training Needed by Examiner: Examiner must be familiar with the manual and scoring procedures. Should be able to establish rapport easily with person being tested.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

* Tape recorder
* 1-2 earphone sets
Easel Kit
Large training cards (optional)

SCORING AND INTERPRETATION:

Procedure: Client is scored for the sub-tests only. Client is given one point for a proper identification or zero points for an incorrect response. All correct responses in each subtest are totaled and may be converted to percentile ranks.

Format: The response form has the stimulus words and the designated correct picture number. Training procedures and the three trials are on the score sheet for information only.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION   Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-Will provide "an index of an individual's ability to discriminate speech sounds under quiet and/or noisy conditions."

-May be useful in screening for hearing problems.

-May be helpful in the evaluation of the relative usefulness of hearing aids.

NORMATIVE DATA:

Sample Size: 745 individuals, aged 3-84 years.

Population Descriptors Used:

Residents of Minnesota, New Jersey, and Tennessee
Regular public school classes - school age
Public and private - kindergartens
Personal contact - preschool and adult

TECHNICAL ASPECTS:

Reliability: Standard Error of Measurement ranges from 1.41 for 7-9 years old to 1.76 for 4-6 years. Split-half reliability ranges from .51 (10-12 years) to .88 (7-9 years). Test/Retest with 17 preschool speech handicapped children was .87 for quiet, and .81 for noise.

Validity:

Concurrent validity with experienced clinician's judgments was .76.

REFERENCES:

GOLDMAN-FRISTOE-WOODCOCK: TEST OF AUDITORY DISCRIMINATION - Manual

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION	Screening ☐	Verification ☒

ADDITIONAL INFORMATION:

Since the entire test is administered by a tape recording the speech differences of the examiner are of no importance.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: D. H. Stott, Ph.D.

Publisher:

Ordering Information:
Dr. D. H. Stott
30 Colborn Street
Guelph, Ontario, Canada

Editor:

Forms:

Copyright Date: 1976

Cost: Guide - $0.50; See Additional Information

DESCRIPTIVE INFORMATION:

Purpose:
"A schedule for the systematic observation of learning behavior."

Age Range (CA): MA: Grade Level:
No age or grade level specified

Format:
Teacher is asked to respond to 16 questions concerning the child's classroom and overall behavior; and nine questions regarding any physical or family problems.

Time Required: Untimed

Sub-Areas:
Preliminary screening
Identification of poor learning habits

Observational Information:
The Guide is totally an observational instrument.

Personally Identifiable Information Required:
Child's name, date of birth, sex
Teacher's name, school, class, type of class
Date of form completion

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:
Learning disabled, Mentally retarded (Mild-Moderate), Slow, Underachiever

Age Range (CA): MA:
No age or grade level specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should read the questions over and then observe the child closely for several weeks. Good observation skills are a must.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure:
Teacher reads the questions and rates the child by severity in accordance with the sentence descriptors.

Format:
Scoring form is the question form.

Space for Recording Retest:
None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help the teacher observe the child's behavior more closely.

-May indicate a need for motivational training rather than special education in its classic form.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Guide to the Child's Learning Skills - preliminary screening identification of poor learning habits

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The author will grant permission (at a small fee) for interested persons to duplicate the guide. Costs are:

-for service or research institutions and individuals doing research with grant support - $5.00/year,

-for graduate students and others doing research without grant support - $2.50/year.

The Guide correlates with the Flying Start Curriculum developed by D. H. Stott. This curriculum is a motivational approach to learning problems.

The terms in the Guide are very value laden, e.g. queer, stupid.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: HESS SCHOOL READINESS SCALE   Screening ☒   Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Richard J. Hess, Ed.D.

Publisher:
Mafex Associates, Inc.
90 Cherry Street
Johnstown, Pennsylvania 15902

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: Kit - $19.95

DESCRIPTIVE INFORMATION:

Purpose:

Designed "...to detect the presence or absence of intellectual readiness to enter school."

Age Range (CA): 3½-7 yrs. **MA:** 3-7½ yrs. **Grade Level:**

Format:

Child is presented with 45 items relating to intellectual functioning. There are 29 non-verbal items and 16 items requiring verbal response.

Time Required: 8 minutes

Sub-Areas: (See Additional Information)
Pictorial identification
Discrimination of animal pictures
Picture memory
Form perception
Comprehension and discrimination
Copying geometric forms
Paper folding
Number concepts

Observational Information:

Observations should be made in accordance with the Personal-Social Scale. Items on the scale are rated Poor, Fair, Average, Above Average, Excellent. Items rated are intellectually related, i.e. speech development, self-help development. Suspected physical or sensory problems should be indicated too.

Personally Identifiable Information Required:

Child's name, sex, grade level, exact chronological age
School
Teacher's name
Parent's name, address, phone number
Examiner's name

TEST ANALYSIS

TITLE: HESS SCHOOL READINESS SCALE **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate a choice
Ability to manipulate paper easily

Disability Groups:
Mentally retarded, Hearing impaired, Physically handicapped, Speech impaired, Language Disorders

Age Range (CA): 3½ yrs. - 7 yrs. **MA:** 3 yrs. - 7½ yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be trained in the administration of psychological tests. Should acquaint himself with observational techniques. Be thoroughly familiar with the HSRS administration, scoring and interpretation.

Other Persons Required:
It is preferred that the examiner and child be alone. It is possible, however, to test with the parent present if testing cannot be postponed to a later date.

Materials Required: (*items not provided in kit)
Counting frame (10 neutral colored beads)
4 x 4" paper
5 1/4 x 3 3/4 x 3 3/4" paper (triangular)
5 1/2 x 8 1/2" paper

SCORING AND INTERPRETATION:

Procedure: Each correct response is one point, each is circled on the record form. Item scores are totaled to yield a raw score which may be converted to a Mental Age, IQ and percentile rank for predicting school success by comparison to tables.

Format:
Record form is divided into sub-areas. Reverse of the form is the Personal Social Scale and Physical & Sensory Development questionnaires to be completed.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TITLE: HESS SCHOOL READINESS SCALE **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate which children should be given priority to be psychologically and educationally evaluated.

-May indicate which children may be in need of special services in order to learn in a school setting.

NORMATIVE DATA:

Sample Size: 3,000-pre-kindergarten, pre-Grade 1

Population Descriptors Used:
Place of residence: urban, suburban, rural
Race: white, non-white
Educational level of head of household
Occupational level of head of household
Eastern Pennsylvania

TECHNICAL ASPECTS:

Reliability: Testing 323 children three weeks apart, Test/Retest correlations ranged from .91 (for the total group) to .83 (pre 1st graders); Standard Error of Measurement ranged from 2.05 (for boys) to 2.33 (for girls).

Validity: Correlations of HSRS mental ages with the Stanford-Binet form L-M mental ages was . 86 for 272 children (pre-K and pre 1), correlations with each test's IQ scores was .80 for the same group. Correlation of the sub-tests with the total ranged from a high of .81 (comprehension and discrimination) to a low of .33 (Form perception and discrimination) with a mean of .475. Prediction of School Success correlates with teacher ratings one year later .92.

REFERENCES:

The Hess School Readiness Scale - manual
test book
record form

TEST ANALYSIS

TITLE: HESS SCHOOL READINESS SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas: (continued)

- Digit memory span
- Opposite analogies
- Comprehension
- Sentence memory span

The manual states repeatedly that the test will identify those children who should be excluded from school. Yet, the test format having several small pictures on the same page would confuse the child with visual perception problems and those children are usually above average in intelligence.

It should be recognized that school readiness is not only intelligence but emotional/social maturity, etc.; therefore, the HSRS eliminates testing many important facets of the child.

It seems that although the manual was written in 1975, no one informed the author of the right to education for ALL children; and appropriate revisions seem necessary.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1977

TEST ANALYSIS

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Marshall S. Hiskey, Ph.D.

Publisher:

Ordering Information:
Hiskey-Nebraska Test of
Learning Aptitude
5640 Baldwin Street
Lincoln, Nebraska 68507

Editor:

Forms:

Copyright Date: 1966

Cost: Complete kit - $68.00; Manual - $3.00; Record forms (pkg. of 50) - $4.00; Completion of drawing sheets (pkg. of 50) - $2.00

DESCRIPTIVE INFORMATION:

Purpose:

To assess the non-verbal intelligence of an acoustically handicapped or verbally limited child.

Age Range (CA): 3-16 yrs. MA: Grade Level:

Format: Child is presented with varying fine motor and visual tasks to perform. Directions are given in pantomime or verbally in accordance with the child's abilities. Each sub-test evaluates essentially the same tasks, but they are increasingly more difficult to perform, e.g. Bead Patterns, Part A-stringing beads, Part B-stringing beads in a specified pattern, Part C-stringing beads in a specified pattern from memory.

Time Required:

45-50 minutes in two sessions

Sub-Areas: (See Additional Information)

- Bead patterns
- Memory for color
- Picture identification
- Picture association
- Paper folding
- Visual attention span
- Block patterns
- Completion of drawings

Observational Information:

None

Personally Identifiable Information Required:

Child's name, age, grade
School's name
Date of test
Examiner's name

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to understand verbal and/or non-verbal directions
Degree of fine motor coordination

Disability Groups:

Deaf, Hard of Hearing, Aphasic, Severe Speech disorders, Moderately/Severely Mentally retarded

Age Range (CA): 3-16 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have a background in psychometrics and be familiar with individual testing techniques. Should be thoroughly familiar with the directions, both pantomime and verbal. Some knowledge of testing handicapped children is essential. May require examiner's knowledge of manual communication.

Other Persons Required:

If the child is young, a third person (parent, child careworker) may be required. This person should be seated behind or out of the line of sight of the child.

Materials Required: (*items not provided in kit) (See Additional Information)

	Colored beads (round, square, cylindrical)
2	Strings
2	Sets of colored plastic strips (black, blue, orange, yellow, green, brown, white, red)
	Cardboard screen
78	Pictures
7	Picture series
2	Booklets of pictures
6"	Square paper
16-1"	Cubes
	Pattern booklet

SCORING AND INTERPRETATION:

Procedure: Each correct response is marked with a check, each incorrect with an X. Each sub-test is totaled. Child's rating on the scale is the median rating for that sub-test. A median age is found by using tables in the manual which is the child's Learning Age and may be converted into a learning quotient. Deviation IQ's are available for hearing children only.

Format:

Record form unavailable for review

Space for Recording Retest:

Record form unavailable for review

Summary Sheet (graphic representation):

A profile is made by plotting each sub-test score on the norms table included with the record form.

TEST ANALYSIS

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May indicate an intellectual deficit for a hearing impaired child.

-May provide an idea of a non-verbal child's cognitive capabilities without regard to his understanding or use of verbal language.

NORMATIVE DATA:

Sample Size: 1,079 deaf children
1,074 hearing children

Population Descriptors Used:
Age: 2 yrs. 6 mos. to 17 yrs. 5 mos.
Deaf children were from state schools for the deaf
Hearing children were selected on the basis of parents' occupational level
10 widely separated states

TECHNICAL ASPECTS:

Reliability: Sub-test intercorrelations ranged from .729 to .332 for the deaf and from .777 to .315 for the hearing. Correlations were obtained between age rating on sub-tests and the median age rating for the total test ranging from .514 to .889. Split half reliability was .947 for deaf 3-10 yr. olds. and .918 for the 11-17 yr.olds;.933 for hearing 3-10 yr. olds and .904 for hearing 11-17 yr. olds.

Validity:

A correlation of .86 for hearing children from 3 to 10 years with the Stanford-Binet (L-M) was found and .78 for hearing children 11 to 17 years. A correlation of .82 was obtained for hearing children when compared to their WISC Scores.

REFERENCES:

Hiskey-Nebraska Test of Learning Aptitude
"Revision and Restandardization of the Hiskey-Nebraska Test of Learning Aptitude"

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas: (continued)
- Memory for digits
- Puzzle blocks
- Picture analogies
- Spatial reasoning

Materials: (continued)

	Pictures with missing pieces
	Booklet of digits
10	Individual digits
8	Colored blocks divided into parts
12	Picture analogies
12	Plates of 5 pictures each as choices for analogies
10	Plates of geometric designs

Findings show that the younger deaf child has greater difficulty grasping the directions than hearing children of equal age. Due to this fact, young deaf children tend to lower a sub-test score by failing the beginning items. This is not true for the older deaf child who had had training in visual discrimination and will surpass or equal the hearing child's rating on items concerned with visual perception.

At least five sub-tests must be administered to have a valid test score.

Picture analogies and spatial reasoning sub-areas provide the most difficult tasks to perform even for normal hearing individuals.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Margaret Crabtree, Ed.D.

Publisher:
The Houston Test Company
P. O. Box 35152
Houston, Texas 76101

Ordering Information:

Editor:

Forms:

Copyright Date: 1963

Cost: Part I: Complete kit - $11.00; Manual - $4.00; Score sheets (pkg. of 25)- $3.50; Part II: Complete kit - $24.00; Manual - $4.50; Score sheets (pkg. of 20) - $4.00; Both parts - $35.00

DESCRIPTIVE INFORMATION:

Purpose: "...designed for the purpose of establishing a basis for the objective evaluation of language functioning...", "...to measure the growth of language in order to determine the level of therapy..."

Age Range (CA): 6 mos. - 6 yrs. MA: Grade Level:

Format: Child is observed in a testing situation. For older children the child is asked to perform a task or gesture or to verbalize.

Time Required: Approximately 30 minutes per test

Sub-Areas:

Observational Information: Under Comments, record any unusual use of hands, visual adjustments, hyperactivity, etc. (Part II) or additional language abilities (Part I).

Personally Identifiable Information Required:
Record sheet not available for review.

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: All, items on Part II may have to be changed for the Visually impaired.

Age Range (CA): 6 mos. - 6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have an understanding of the behavioral characteristics of young children. Should be familiar with test items.

Other Persons Required: If child is hesitant to perform, the child's mother may be present.

Materials Required: (*items not provided in kit)

Part I:

* 10" doll
20 picture vocabulary cards
* Children's dictionary
* Several small toys

Part II:

Vocabulary cards
Miniature objects - doll family, bathtub, dining room set, truck, toy animals
Crayons - primary colors
Drawing paper

SCORING AND INTERPRETATION:

Procedure: Each item has a pass/fail criteria for each age group. A Basal Age, Upper Age, and Language Age are all calculated.

Format:
Record forms not available for review.

Space for Recording Retest:
Record forms not available for review.

Summary Sheet (graphic representation):
Record forms not available for review.

TEST ANALYSIS

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to assist in the diagnosis of language disorders.

-May be used as an indication of progress as a result of specific therapy.

NORMATIVE DATA:

Sample Size: Part I: 113 children
Part II: 102 children

Population Descriptors Used:

Part I:	Part II:
White	
Metropolitan Houston	Houston
Age	Age
Sex	

No bilingual children were used.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Houston Test for Language Development - Manuals. Part I and II

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Rationale for the inclusion of each item in both tests are presented in each manual.

The HTLD will be taken off the market May 15, 1977.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Edward G. Scagliotta, Ph.D.

Publisher:
Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Editor:

Copyright Date: 1970

Cost: Book - $4.75

Ordering Information:

Forms:

DESCRIPTIVE INFORMATION:

Purpose:

"...to ascertain the gross acquisition of a child's abilities in order that an individual educational program can be provided."

Age Range (CA): **MA:** **Grade Level:**

No age or level stated.

Format:

Child is asked to perform various tasks in each sub-area.

Time Required:

Untimed

Sub-Areas:

Peripheral modalities
Concept formation
Symbolic development
Perceptual-motor functions
Behavioral and emotional characteristics
Academic achievements

Observational Information:

Observational information about how the child performs a specific task, reacts to a specific stimulus or action, and reacts to the test situation itself may be collected and summarized at the end report.

Personally Identifiable Information Required:

No score sheet is provided.

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Appropriate cognitive and motor skills for age and/or level.

Disability Groups:
Mildly to moderately handicapped, some activities could be omitted for the Visually, Aurally or Physically handicapped.

Age Range (CA): **MA:**
No age or level stated.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be highly trained and experienced in psychometrics and testing materials. He should be experienced in teaching exceptional children and have an understanding of child development.

Other Persons Required:
None

Materials Required: (*items not provided in kit) See Additional Information

* Tissue paper cylinder
* Environmental objects
* Flashlight
* Mirror
* Optometric scanner
* Sound instruments
* Rubber tube
* Funnel
* Opaque bag
* Sandpaper letters
* Tinkerboard
* Colored picture cards (same as objects)
* Word cards (names of objects)
* 6-piece doll
* 10-piece doll
* 3-piece form board
* 5-piece form board
* Montessori graduated cylinders
* Geometric fragment forms
* Puzzles
* Elastic board
* Rubber bands
* Pegboard

SCORING AND INTERPRETATION:

Procedure:
Scoring is qualitative.

Format:
Results of the ILA are stated in anecdotal form, by sub-area as to what the child can do or has difficulty in doing.

Space for Recording Retest:
No score sheet is used.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be helpful for determining a child's present level for development of an IEP.

-May identify a child needing further evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Initial Learning Assessment - manual

TITLE: INITIAL LEARNING ASSESSMENT Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials: (continued)

* Golf tees or pegs
* Copysheets - Appendix A
* Low balance beam
* Rocker board
* Soccer ball
* Marsden ball
* Directionality cards
* Crayons: red, green, blue, black
* Scissors
* Cubes (varying in size)
* Sequential sizes and shapes
* Plain and solid round objects
* Square object
* Triangular object
* Visual discrimation cards
* Composite pictures
* Phonograph
* Record - instructional classical music
* Alphabet cards
* Word cards
* Picture cards
* Standard graded reading and spelling texts
* Two sets: number cards
* Two sets: pattern cards
* Nickel
* Eight pennies
* Felt pen

The format that the ILA is written in provides the examiner with information of what types of things he should look for.

Photographs of materials which must be constructed are contained in the manual.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST: A CULTURE MINIMIZED EXPERIENCE

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Theodore C. Kahn

Publisher:
Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: Kit - $52.00; Manual - $5.00; Record sheet (pkg. of 50) - $16.00

DESCRIPTIVE INFORMATION:

Purpose:
Measures development levels of children as well as estimating several different types of intelligence.

Age Range (CA): 1 mo. - Adult **MA:** **Grade Level:**

Format: Main Scale has six items per age level. A Brief Placement Scale to determine point of entry in the Main Scale has one item per age level. All items are responded to non-verbally by manipulating the test objects.

Time Required: Untimed

Sub-Areas:

Concept formation	Verbal
Recall	Sign language
Motor coordination	Use with the blind

Observational Information:
Recording sheet has space for behavior notes and evaluation of results.

Personally Identifiable Information Required:
Record form not available for review.

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCE

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Gross and fine motor skills.

Disability Groups:
Mentally retarded, Emotionally disturbed, Behavior problems, Visually impaired, Hearing impaired.

Age Range (CA): 1 mo. - Adult **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should be thoroughly familiar with the test manual and its supplements. Examiner should test manv individuals prior to testing for scoring purposed.

Other Persons Required:
None

Materials Required: (*Items not provided in kit) All materials are plastic.

Anchor
Butterfly (1 each) large brown; thin transparent
Circle - transparent
Dog (1 each) large black; small black; small white
Heart (1 each) large transparent; blue; red
Star - 1 large transparent; 2 red
Segment of a circle - transparent
Cross
Parrot
Felt strip

SCORING AND INTERPRETATION:

Procedure: Each item is scored based upon the item criterion. Score + for correct, - for incorrect. A basal age is calculated and any additional correct items are worth 2 months credit. An IQ is calculated.

Format:
Record form not available for review.

Space for Recording Retest:
Record form not available for review.

Summary Sheet (graphic representation):

Record form not available for review.

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST: A CULTURE MINIMIZED EXPERIENCE	Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-To provide information regarding the child's developmental level.

NORMATIVE DATA:

Sample Size: 337 persons

Population Descriptors Used:
Ages 1 month - 17 years
40 Adults

TECHNICAL ASPECTS: Additional reliability and validity studies are cited.

Reliability:

Test/Retest with 23 children, aged 1-14 years, tested 3 weeks apart. MA's correlated with the KIT, .94

Validity:

With the same 23 children above, KIT MA's compared to the MA received on the 1937 Standford-Binet, .75.

REFERENCES:

Perceptual and Motor Skills - monograph supplement
Kahn Intelligence Test: A Culture-Minimized Experience
Up-Dating the Kahn Intelligence Test
Reprints of additional validity studies

TITLE:	KAHN INTELLIGENCE TEST: A CULTURE MINIMIZED EXPERIENCE	Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

The KIT is a culturally minimizing experience, as much as it is possible to be since one aspect of intelligence is the capacity to adjust to culture.

Special test items have been developed for the visually impaired.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: KOHN PROBLEM CHECKLIST AND KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Martin Kohn, Bernice L. Rosman, Barbara Parnes

Publisher:

Ordering Information:
Martin Kohn, Ph.D.
Wm. Alanson White Institute
20 West 74th Street
New York, N. Y. 10023

Editor:

Forms:

Copyright Date: 1975

Cost: Specimen set - $5.00

DESCRIPTIVE INFORMATION:

Purpose:

"...designed to assess the social-emotional functioning of young children in preschool settings."

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format: Children are rated on a 3, 7 or 5-point scale as to the typical occurrence of a behavior within the past week. 3-point scale for the Checklist, a 7 or 5-point scale for the Social Competence Scale for either full or half-day school attendance.

Time Required:

Untimed

Sub-Areas:

Scales are not divided into sub-areas, but each yields Two Factor Scores. Factor I deals with general utilization of opportunity in the classroom while Factor II deals with conformance to rules, regulations and routines in a classroom.

Observational Information:

Scales are rated through observation, no additional information is collected.

Personally Identifiable Information Required:

Child's name, age, room or group
Rater's name, position (head teacher, aide, etc.)

TEST ANALYSIS

TITLE: KOHN PROBLEM CHECKLIST AND KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Skill development adequate for age.

Disability Groups:
Emotionally disturbed, Behavioral problem, Speech/Language impaired, Mildly Mentally retarded.

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner must be a good observer. May be classroom teacher, aide or impartial observer that observes child a week prior to the rating.

Other Persons Required:
Ratings may be made independently by one or more persons, if necessary. No other person is required.

Materials Required: (*items not provided in kit)
Observations are made during the course of the child's school day and are mainly concerned with a child's ability to interact with his environment; therefore, no specific materials are required.

SCORING AND INTERPRETATION:

Procedure: Each item is given a specific rating. Each scale is divided into two Factors, all items for each factor are summed for the Checklist. The algebraic sum for each factor is used for the Social Competency Scale. Both sets of scores may be converted to standard scores and added together.

Format:
Score sheets have item numbers listed in a matrix with each row or column corresponding to Factor I or Factor II.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May identify a child having emotional problems.

-May indicate the need for an in-depth psychiatric evaluation of a child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

A Rating and Scoring Manual for the Kohn Problem Checklist and Kohn Social Competence Scale

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Further information about the Scales may be found in *Developmental Psychology*, 1972.

Dimensions involved with the Problem Checklist are Factor I: Apathy-Withdrawal; Factor II: Anger-Defiance.

Dimensions involved with the Social Competence Scale are Factor I: Interest Participation vs. Apathy-Withdrawal; Factor II: Cooperation-Compliance vs. Anger-Defiance.

A full day and half day rating scale for social competence has been developed consisting of 73 and 64 items respectively. The 64 item scale omits items concerning nap and lunch time.

A high score on the Problem Checklist indicates disturbance, while a high score on the Social Competence Scale indicates health.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: LEARNING ACCOMPLISHMENT PROFILE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Anne R. Sanford

Publisher:	**Ordering Information:**
Chapel Hill Training-Outreach Project	Kaplan School Supply Corporation
Lincoln Center	600 Jonestown Road
Chapel Hill, North Carolina	Winston-Salem, N. C. 27103
Editor:	**Forms:**

Copyright Date: 1974

Cost: Diagnostic Kit - $150.00; Manual - $2.50; Individual Profile - $2.00; Infant LAP - $3.00

DESCRIPTIVE INFORMATION:

Purpose:
Designed to provide a record of the child's existing skills.

Age Range (CA): 1 mo. - 6 yrs. **MA:** **Grade Level:**

Format:
The LAP is in a checklist, divided into sub-areas. Each sub-area has skills sequenced developmentally and cross-referenced to the bibliographic source of the item.

Time Required:
Untimed

Sub-Areas:

Gross motor	Self-help
Fine motor	Cognitive
Social	Language

Observational Information:
Each item, scored, either pass or fail, should include comments as to how the child performed the item. Space is provided for this information to the right of the item.

Personally Identifiable Information Required:

Child's name, date of birth

TEST ANALYSIS

TITLE: LEARNING ACCOMPLISHMENT PROFILE   **Screening** ☒   **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All

Age Range (CA): 1 mo. - 6 yrs.   **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, child may be observed during the course of a program day rather than setting up a formal test situation.

Training Needed by Examiner: Examiner should be familiar with the LAP items and progression to be able to assess the child during the course of a day or be able to set up activities to provide the child with the opportunity to demonstrate the skill. May be administered by a classroom teacher.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: A plus is scored for pass, a minus for fail. The child's developmental age is determined as being the last passed item before a ceiling is found (4 out of 5 items failed). A change of rate of development may be computed by dividing the developmental age by the child's chronological age.

Format:
The LAP is in a bound book. Each item contains a description of the behavior bibliographic source, developmental age, assessment and achievement dates and space for comments.

Space for Recording Retest:
Retests may be recorded on the same forms, different colored ink each time may be useful.

Summary Sheet (graphic representation):
A profile of development is plotted for each area assessed. Multiple profiles may appear on one form.

TEST ANALYSIS

TITLE: LEARNING ACCOMPLISHMENT PROFILE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Aid in determining a child's present educational levels for the development of an individualized education program.

-May identify specific behavioral objectives that should be taught to the child.

-May evaluate a child's progress by both, skill acquisition and computing a change in the rate of development quotient.

NORMATIVE DATA: Criterion - referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

A Manual for Use of the Learning Accomplishment Profile

Learning Accomplishment Profile

TITLE: LEARNING ACCOMPLISHMENT PROFILE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The LAP is cross referenced to the Planning Guide for Preschool Curriculum which provides teaching strategies to encourage skill development.

The LAP is to be accomplished in three steps which include: 1)compiling developmental data, 2)task analysis of a skill, and 3)curriculum development.

Training filmstrips are available.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Screening ☒ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Charles H. Lindamood, M.A.
Patricia C. Lindamood, M.S.

Publisher:
Teaching Resources Corp.
100 Boylston Street
Boston, Massachusetts 02116

Ordering Information:

Editor:

Forms: Alternate forms: Form A and B

Copyright Date: 1971

Cost: Complete kit - $13.95; Test forms (pkg. of 50) - $4.75

DESCRIPTIVE INFORMATION:

Purpose:
Designed to measure auditory perception.

Age Range (CA):

MA:

Grade Level: Preschool-Adult

Format:
Child is to listen to sounds and syllables said by the examiner and to place colored blocks to represent the sounds (e.g. /p/ /p/ - 2 blocks, same color; /p/ /t/ /k/ - 3 blocks, different colors.

Time Required:
Untimed

Sub-Areas:
Category I - isolated sounds in sequence
Category II - sounds within syllable pattern

Observational Information:
Any behavior which appears significant to the test performance should be recorded.

Personally Identifiable Information Required:
Child's name, sex, birthdate, age, grade
Examiner's name
School's name
Type of speech deviation, if any
Native language, other language spoken
Results of other tests
Use of visual cues

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY CONCEPTUALIZATION TEST **Screening** ☒ **Verification** ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Understanding of same and different
Understanding of left to right progression
Understanding number concept to four
Understanding of first and last

Disability Groups:

All but Hearing Impaired (modification may be made to the blocks so that the Visually Impaired child can use the test). Modification for Physically handicapped may be needed.

Age Range (CA): **MA:** GRADE LEVEL: Preschool - Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with the manual and the correct pronunciation of the sounds and syllables. A tape is provided for pronunciation.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

18 colored blocks

SCORING AND INTERPRETATION:

Procedure: Each response is recorded in the color code. A + or - is marked after the test is completed. Each correct answer is one point, then multiply the correct number (1, 3 or 6) for a converted score. Cut off scores for grade levels K-12 are provided on the record sheet.

Format:

Each form of the LAC has an Individual Record Sheet. Stimulus, response, and indication of correct or incorrect are recorded.

Space for Recording Retest:

Record sheet is non-reusable

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY COMPREHENSION TEST   Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide for early identification of children with auditory perceptual problems.

-May aid in the understanding of the point of breakdown in the process of reading or spelling.

NORMATIVE DATA:

Sample Size: Sample 1: 660
Sample 2: 52
Population Descriptors Used:
School district: Monterey Peninsula Unified S. D.
Lucia Mar Unified S. D.
Socioeconomic status: all categories
Teacher: divided class into four parts (upper/lower boys, upper/lower girls)
Older students were selected by the guidance counselors on the basis of performance.

TECHNICAL ASPECTS:

Reliability:
Test/Retest: alternate form reliability with 52 children with a minimum of four weeks between testings, the correlation was .96.
Validity:
Correlations with the WRAT (Wide Range Achievement Test) Spelling-Reading subtests ranged from .66 to .81 at different grade levels.

REFERENCES:

Lindamood Auditory Conceptualization Test - preliminary manual
response sheets
tape

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY COMPREHENSION TEST Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

The Manual states, "It (the LAC) is suitable for administration at any chronological or functional age and any academic level."

It has been found that color blindness does not alter the test, since the blocks are perceived in varying degrees of grey.

Conceptualization of sounds and order of sounds as represented by colored blocks may prove difficult to obtain with younger and more involved children.

DATE: May 1977

TEST ANALYSIS

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:

Editor: Southeast Mental Health and Retardation Center

Copyright Date:

Cost: Manual - $5.00

Ordering Information:
Southeast Mental Health and
Retardation Center
700 1st Avenue, South
Fargo, North Dakota 58102

Forms:
Experimental edition: 3rd Revision

DESCRIPTIVE INFORMATION:

Purpose:
To mass screen all preschool children in all areas of functioning.

Age Range (CA): 3-5 yrs. MA: Grade Level:

Format:
Child is guided from area to area and is to perform various tasks, verbally, non-verbally and motorically.

Time Required:
Approximately 1½ hours for the total screening.

Sub-Areas: Recommended

- Hearing
- Vision
- Motor tasks
- Visual tasks
- Auditory tasks
- Language battery
- Self-concept test
- Parental assessment
- Walker readiness test (or like)
- Developmental history questionnaire

Observational Information:
Observation is made within each area in accordance with the instrument being used for that specific area.

Personally Identifiable Information Required:

- Child's name, sex, date of birth, age
- Parent's name, address, phone number
- Community
- Parent's age, education
- Prior schooling
- Number of children in family
- Family income level
- Race

TEST ANALYSIS

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to move freely from situation to situation
Ability to indicate a response

Disability Groups:

All thought to be handicapped children

Age Range (CA): 3-5 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual and small group situations may be used depending on the type of instruments being used.

Training Needed by Examiner:

Examiner may be a paraprofessional, instructions for training examiners are in the manual.

Other Persons Required:

Depending upon the number of children being screened, there is a need for 15-35 volunteers.

Materials Required: (*items not provided in kit)

- * Audiometer
- 36 Instruction cards
- Penlight flashlight
- 2 Occluders
- 3 Plastic measuring laces
- Yardstick
- Stimulus cards
- Bell
- Hammer
- Toy toothbrush
- Pencil
- Balloon
- Harmonica
- Spoon
- Scissors
- Bag
- Toy truck

SCORING AND INTERPRETATION:

Procedure: 1 pt. for correct, 0 pts. for incorrect, U for untestable. The check-out station personnel checks that all stations have seen the child and determines the total results and the indicator of positive (+); problem or negative (-); no problem by comparing sub-area scores to the tables. An overall Evaluation of the testing session is made.

Format:

An Admission Ticket to the Magic Kingdom is carried by the child from area to area. All scoring and indications are made on this form. The Walker Readiness Test is scored on its own form; results are transferred to the Admission Ticket.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child's strengths and weaknesses.

-May indicate a subtle vision or hearing problem.

-May indicate the need for an in-depth educational and psychological evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Magic Kingdom - manual

TEST ANALYSIS

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual provides information on how to run a mass screening program in a community. Also provides room layout plans for the screening.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Alton D. Quick, Ed.D. A. Ann Campbell M.S.
Thomas L. Little, Ed.D.

Publisher:
Lear Siegler, Inc.
Fearon Publishers
6 Davis Drive
Belmont, California 94002

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: 1 set (3 forms and guide) - $1.50

DESCRIPTIVE INFORMATION:

Purpose: "...designed to assist teachers in finding a child's present level of functioning."

Age Range (CA): Birth - 5 yrs. **MA:** **Grade Level:**

Format:
Teacher is to observe the child or pose situations for the child's performance in each sub-area. A Ceiling Age is determined for each sub-area.

Time Required: Untimed

Sub-Areas:
Personal-social
Gross motor
Fine motor
Language
Perceptive-cognitive

Observational Information:
The Memphis scale is an observation instrument.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: MEMPHIS MODEL: COMPREHENSIVE DEVELOPMENTAL SCALE   **Screening** ☒   **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Developmentally delayed, Mentally retarded, Sensory impaired

Age Range (CA): Birth - 5 yrs.   **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
None

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Materials required may be found in any nursery or pre-school classroom or in the home.

SCORING AND INTERPRETATION:

Procedure: For each item circle P or F as appropriate, until 6 F's are scored in a row. Count number of P's for a raw score; the Developmental Age is determined by the age level of the last item passed.

Format:
Each sub-area has its own scale and page. Along the left hand side each item is correlated with a Developmental Age and a P, F.

Space for Recording Retest:
None, Profile may be used over.

Summary Sheet (graphic representation): A Profile of Developmental Status is formed by plotting each sub-area's Developmental Age with a solid blue line and plotting the child's Chronological Age with a broken red line. Deficit areas may be determined by a comparison of the two lines.

TEST ANALYSIS

TITLE: MEMPHIS MODEL: COMPREHENSIVE DEVELOPMENTAL SCALE — Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Provides information regarding the child's present functioning level which may be used when writing an individual educational program (IEP).

-May be used as a continuous record of progress during the child's preschool years.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Project Memphis: Guide to Programming
Comprehensive Developmental Scale

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The Comprehensive Developmental Scale is one component of the 3-part Memphis Model which leads ultimately to an individual educational program for the child which is continuously monitored.

Lesson Plans for Enhancing Preschool Developmental Progress is a resultant curriculum guide of the Memphis Model (available, Fearon Publishers - $24.95).

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE   Screening ☐   Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Florence L. Goodenough   M. J. Van Wegenen
Katharine M. Maurer

Publisher:
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms: Form A

Copyright Date: 1938; 1940

Cost: Complete set - $43.00; Specimen set - $3.80; Manual - $3.50; Record blanks (pkg. of 25) - $2.35.

DESCRIPTIVE INFORMATION:

Purpose: To investigate a child's verbal and non-verbal intelligence.

Age Range (CA): 2-6 yrs.   **MA:**   **Grade Level:**

Format:
Child is presented 24 short tests with a total of 97 test items. Activities differ as to response and stimulus.

Time Required: 30 minutes

Sub-Areas:
See additional information

Observational Information: Checklist of various behaviors is to be filled out after the test situation. Notes regarding the child's physical condition, mental development, medical history, habits, social-emotional characteristics, interests and play behavior, family history and home background and home management are entered on the clinical record on the individual record form.

Personally Identifiable Information Required:
Child's name, age, sex
Examiner's name
Date of test and place
Parent's name, address, whether living, divorced or separated
Birthplace, years in U. S., education
Father's occupation
Language spoken in home
Child's siblings, date of birth, age at death, school grade

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Mentally retarded, Learning disabled, Speech impaired, Physically handicapped.

Age Range (CA): 2-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be able to establish rapport with the child. Should be thoroughly familiar with instructions for administration and item order.

Other Persons Required:
None

Materials Required: (*Items not provided in kit)

* Large doll
* Cup
* Large ball
* Watch
* Scissors
* Pencils: 4-5 inches
* 3x5" Paper
* 12 one-inch cubes
* 4 one-inch cubes nailed to a base
* Small ball
* Small doll
* Key
* Penny
* 10x15" piece of cardboard
* 6x6" paper
* Cardboard clock with moveable hands

Other items provided in kit

SCORING AND INTERPRETATION:

Procedure: Each test is scored according to its own criteria . Scores are totaled for verbal and non-verbal items and total score. Scores may be converted to C-scores, percentile placements or IQ equivalents by consulting the manual.

Format: Individual record form provides room for both verbatim verbal response and other item markings. Scores added and checked by two different individuals insures accuracy.

Space for Recording Retest:
Record form is non-reusable.

Summary Sheet (graphic representation):
A score summary is on the face sheet.

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide baseline information for class grouping according to different mental abilities.

-May indicate a child that is in need of special education services

NORMATIVE DATA:

Sample Size: 900 children, 18 months to 6 years

Population Descriptors Used:
Occupational class (from 1920 State Census)
Sex
Minnesota

TECHNICAL ASPECTS:

Reliability: Alternate form reliability ranges from .68 to .94 for verbal, .67 to .92, non-verbal; .80 to .94 combined. Single form reliability is .86 verbal, .82 non-verbal, .89 total.

Validity:
No Data Available

REFERENCES:

MINNESOTA PRESCHOOL SCALE - Manual
Individual record
Sample test materials

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas:

1. Body parts
2. Pointing out objects in pictures
3. Naming familiar objects
4. Copying drawings
5. Imitative drawing
6. Block building
7. Response to pictures
8. Knox cube imitation
9. Obeying simple commands
10. Comprehension
11. Discrimination of forms
12. Naming objects from memory
13. Recognition of forms
14. Colors
15. Tracing a form
16. Picture puzzles: rectangular
17. Incomplete pictures
18. Digit span
19. Picture puzzles: diagonal
20. Paper folding
21. Absurdities
22. Mutilated pictures
23. Vocabulary
24. Opposites
25. Imitating positions of clock hands
26. Speech

When using the MPS, it should be kept in mind that it was standardized in 1938-40. Therefore, its use for verification of a mental deficiency is very hazy. Words in common use, i.e. copper meaning policeman are not in use at this time. Caution should be used if the MPS is used for verification, although it is quick enough to be a core test in a screening battery.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Helen A. Murphy
Donald D. Durrell

Publisher:
Harcourt, Brace & World, Inc.
New York

Ordering Information:
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017

Editor:

Forms:

Copyright Date: 1965

Cost: Specimen set - $2.25; Manual - $1.50; Test booklet (pkg. of 35) - $8.50.

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's degree of readiness for reading.

Age Range (CA):

MA:

Grade Level: End Kindergarten-First Grade

Format: Child is to mark the correct response in his booklet. Stimulus for response is verbal.

Time Required: Untimed, administered in three sessions

Sub-Areas: Phonemes test
Letter names test
Learning rate test

Observational Information:
None

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to follow directions
Ability to make a mark or indicate a correct response

Disability Groups: Learning disabled, Mentally retarded, Physically handicapped

Age Range (CA): **MA:** **GRADE LEVEL:** End Kindergarten-First grade

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group

Training Needed by Examiner: Examiner should be thoroughly familiar with the test and manual.

Other Persons Required: A teacher's aide may be helpful, especially if the group is large.

Materials Required: (*items not provided in kit)
Flash cards
* 1 x 8" colored marker

SCORING AND INTERPRETATION:

Procedure: A score key is provided. Each correct item is one point, sub test and total scores are calculated. Conversion tables for percentile, quartile ranks and stanines are in the manual.

Format:
Scoring is done within the pupil test booklet.

Space for Recording Retest:
Test is in a non-reusable booklet.

Summary Sheet (graphic representation): A Class Record is compiled to include child's name, percentile and stanine for each sub-test and total test and other test scores.

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☑ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be most useful for grouping the class according to reading ability.

-May help determine each child's degree of readiness to undertake formal work in reading.

NORMATIVE DATA:

Sample Size: 12,231

Population Descriptors Used:
Entering first graders
65 school systems
12 states (VT, MA, CN, NY, NJ, PA, DE, MI, WI, KA, NC, CA)

TECHNICAL ASPECTS:

Reliability: Odd/Even reliability ranged from .98 (total test) to .88 (learning rate). Standard error of measurement ranged from 3.5 (total test) to 1.5 (learning rate).

Validity: Comparing the MDRRA total score and the Metropolitan Readiness Test, total score yielded a correlation of .80. A correlation of .64 was found between the MDRRA and the Pintner-Cunningham Primary Test.

REFERENCES:

Murphy-Durrell Reading Readiness Analysis - *Manual of directions*
Score key
Test booklet
Flash cards
Class record

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual gives suggestions to aid in planning instruction for three levels of reading groups.

DATE: May 1977

TEST ANALYSIS

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Rhonda Folio, Ed.S.
Rebecca F. DuBose, Ph.D.

Publisher:

Ordering Information:
IMRD
George Peabody College
Nashville, Tennessee 37203

Editor:

Forms:
Revised, experimental edition

Copyright Date: 1974

Cost: Monograph - $3.00; Set of scales - $0.50

DESCRIPTIVE INFORMATION:

Purpose:

To evaluate a child's motor skills (both gross and fine), in relation to adaptive capacities.

Age Range (CA): Birth-7 yrs. MA: Grade Level:

Format:

Child is observed or requested to perform various motor items. Child is scored as to his ability to perform the task independently on a 5-point criterion scale.

Time Required:

Untimed

Sub-Areas:

Gross motor
Fine motor

Observational Information:

The PDMS may be utilized as an observational guide. Comments may be put on the Score Sheet for each item, if necessary.

Personally Identifiable Information Required:

Child's name, age, date of birth, sex
Examiner's name
Date of testing
Checklist of impairments: visual, auditory, physical, other
Health status during assessment
Attitude during assessment

TEST ANALYSIS

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, may be most useful and meaningful with the Severely or Profoundly Physically handicapped or Mentally retarded.

Age Range (CA): Birth- 7 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the item sequence directions and scoring criterion. May be a professional or paraprofessional trained in administration of the PDMS.

Other Persons Required:

A parent or teacher may be required when testing a very young or severely handicapped child to answer the examiner's questions. Items may be passed on report, if necessary.

Materials Required: (*items not provided in kit)

Most materials would be found in any home with a preschool child.

SCORING AND INTERPRETATION:

Each item is scored on a 5 pt. scale (5- independent; 1- dependent).

Procedure: A Basal and Ceiling Age Level are determined by getting all 5's or 1's respectively at one age level. An overall Developmental Motor Age and Developmental Motor Age Gross and one for Fine are derived. A Readiness Skill Score may be determined to measure small gains in motor development.

Format:

The Peabody Scales are in checklist form. Score sheets contain item number and criterion levels to be checked by the examiner.

Space for Recording Retest:

None, scales may be used again if score sheets are used.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May allow a parent or teacher to observe and listen for one isolated aspect of a child's speech, language, or knowledge.

-May yield information to set up teaching goals through the list of strengths and weaknesses.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Developing Oral Language with Young Children: A Parent-Teacher Inventory

TITLE: DEVELOPING ORAL LANGUAGE WITH YOUNG CHILDREN Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The inventory is cross referenced to a remediation program comprised of six books. For each type of problem a listing of which books should be used is supplied.

The set costs - $11.50; individual books vary from $1.75 to $3.00.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Rebecca F. DuBose
Mary Beth Langley

Publisher:
Teaching Resources Corp.
100 Bolyston Street
Boston, MA 02116

Ordering Information:

Editor:

Forms:

Copyright Date: 1977

Cost: Kit - approximately $56.00

DESCRIPTIVE INFORMATION:

Purpose: Designed as a screening measure for children with handicaps in addition to a possible developmental delay as well as non-handicapped children with a developmental delay.

Age Range (CA): 6-60 mos. MA: Grade Level:

Format:
Child is presented varying tasks to perform. A basal and a ceiling are determined. The test is totally non-verbal and contains specific adaptations for the visually impaired.

Time Required:
Approximately 25-30 minutes

Sub-Areas:
None

Observational Information:
No additional observations of the child need to be made. Notes may be made, if necessary, to the right of the test items on the response form.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:
All, especially useful with modifications provided for the Multihandicapped, Visually impaired or Hearing impaired

Age Range (CA): 6-60 mos. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should have basic knowledge about normal child development. May be administered by a regular classroom teacher.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

* Cup with handle
20 Blocks
Pegboard and pegs
* Brightly colored toy with 30" string attached
* Weighted roly-poly musical toy
* Paper
* Marking pen, pencil or crayon
Formboard-circle, square, triangle
* Small bottle with narrow neck
* Small objects that fit in bottle (beans, M&Ms)
* Rubber squeeze toy
*2 ea: Shoes, balls, combs, cups
Stacking rings
* Doll with facial features
Beads and two strings
* Container
4 Bowls (red, yellow, green, blue)
Nested cups

SCORING AND INTERPRETATION:

Procedure: Score a plus for correct performance or a minus for unsuccessful performance for each item. Establish a basal and ceiling level. Add all additional pluses to the basal age level at 1 month credit per plus, which results in a developmental level which may be converted to a developmental quotient.

Format:
Response form lists an identifying phrase for each item in each age range.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child's present levels in order to establish an individualized education plan.

-Instructional suggestions are provided in the manual for the classroom teacher's use, especially when waiting for a specific evaluation or report prior to writing an IEP.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: With 45 multihandicapped children tested with the DASI and the Cattell or Merrill Palmer, a correlation of .91 was found, showing the DASI tests in the same domain. A correlation of .19 was found with the DASI and the REEL or Preschool Language Scale.

Validity:

With 42 delayed and nondelayed children ranging in age from 7-74 months, the following correlations were found: DASI & Preschool Attainment Record, .97; DASI & DDST, .95. With 14 non-delayed day care children ranging in age from 15-56 months, with the same tests, a correlation of .92 was found for the DASI and PAR and .87 for the DASI and DDST.

REFERENCES:

Developmental Activities Screening Inventory - manual
record form
materials

TITLE: DEVELOPMENTAL ACTIVITIES SCREENING INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials: (continued)

Picture of hammer, watch
* Hammer
* Watch
* Apple
Card printed with circle
* Comb
* Hat
* Sunglasses
Pictures of shoe, shirt, drink, cookie, baby, car, sleep, cat,
Card printed with cross
* 9x12" piece of cardboard
Picture of eat, run, play, brush
Card printed with square
Picture of cat, dog, horse, hen, baby, boy, girl, apple, ice cream, carrots, sandwich
* Paper - small, medium, large
* 3 Spoons (different sizes)
* 3 Measuring cups (different sizes)
* 2 10" paper squares
Set configuration cards
Dot configuration cards
Picture of letter, swing, stove, lamp, car, coat, ironing board, stamp, boy (girl), frying pan, light bulb, license plate, hanger, iron
Card printed with triangle
Cardboard square
2 Cardboard triangles
2 ea. Numeral cards (2, 4)
3 pr. Word cards (stop, boy, girl)

Test areas covered:

Fine motor coordination
Cause and effect
Means-end relationship
Association
Number concepts
Size discrimination
Seriation

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST　　Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Ruth Zimmerman, B.A., M.Ed.
Susan Bornstein, B.A., M.Ed.

Publisher:
Boston Center for Blind Children
147 S. Huntington Avenue
Boston, Massachusetts 02130

Ordering Information:

Editor:

Forms:

Copyright Date: See Additional Information

Cost: checklist - $5.00

DESCRIPTIVE INFORMATION:

Purpose:

To evaluate visually impaired children's skill status and to measure their progress.

Age Range (CA): 1-8 yrs. **MA:** **Grade Level:**

Format:

Items are arranged in checklist form.

Time Required: Untimed

Sub-Areas:

- Self-help
- Receptive language
- Expressive language
- Social skills
- Gross motor
- Fine motor
- Pre-orientation & mobility

Observational Information:

The checklist is totally observational

Personally Identifiable Information Required:

Child's name, address, date of birth
School/Class
Eye Diagnosis, age at onset, amount of vision
Additional handicaps
Date of observation
Examiner's name

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Visually impaired, Severely/Profoundly Mentally retarded

Age Range (CA): 1-8 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be a good observer. Should be familiar with the checklist items in the event that a directed interview is made.

Other Persons Required:

Person familiar with the child's habitual performance and behavior is required if a directed interview is necessary.

Materials Required: (*items not provided in kit)

Materials required may be available in any nursery or preschool or child's home.

SCORING AND INTERPRETATION:

Procedure:

Check each item observed on the line preceding the test item. No scores are given.

Format:

Scoresheet is the evaluation items.

Space for Recording Retest:

Four retests may be recorded, usually over the period of one year.

Summary Sheet (graphic representation):

Summary sheets are provided for each sub-area. Summary contains space to provide the child's present skill level and the educational goals for the child by skill area.

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May provide needed information for the determination of present levels of competence.

-May provide sequential short-term objectives to reach an end goal in an individual education plan.

-May be used as a year-end evaluation instrument of the child's progress over this period of time.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Developmental Checklist

TEST ANALYSIS

TITLE: DEVELOPMENTAL CHECKLIST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Provides examples of how to fill out the checklist and the summary pages.

The checklist was developed through a federal grant.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION **Screening** ☒ **Verification** ☐

BIBLIOGRAPHIC INFORMATION:

Author: George E. DeHaven, P.T.
James D. Bruce, M.S.

Publisher:
Devereux Foundation
Devon, Pennsylvania 19333

Ordering Information:
Devereux Industries
The Edward L. French Division
of Devereux's Rehabilitation Center
Devon, Pennsylvania 19333

Editor:

Forms:

Copyright Date: 1971

Cost: Image kit - $150.00; Manual - $15.00; Score sheets (pad of 50) - $4.00; Image profiles (pkg. of 25) - $3.00; individual pieces of equipment are sold separately.

DESCRIPTIVE INFORMATION:

Purpose: To measure a child's present levels in motor functioning.

Age Range (CA): 4-10 yrs. **MA:** **Grade Level:**

Format:
Child is asked to perform 12 motor tasks with both hands and both feet.

Time Required: 20 minutes

Sub-Areas:
Sequential motor activity
Fine motor ability
Static balance
Perceptual motor activity

Observational Information:
Hand preference is requested.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to perform motor tasks with hands or feet.

Disability Groups: Emotionally handicapped, Neurologically impaired, Mentally retarded, Learning disabled.

Age Range (CA): 4-10 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the criterion for correct motor performance.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
* Stopwatch

SCORING AND INTERPRETATION:

Procedure: Child is scored upon performance-so many successful attempts in 10 seconds, etc. Scores for both right and left are added together. A Sub-category Score and a Total Score are determined, results are compared to a typical population in that age range.

Format:
Score sheet form: provides space for filling in the blanks.

Space for Recording Retest: The score sheet provides for two testings, one on one side, one on the other.

Summary Sheet (graphic representation):
An Image Profile is made with regard to the child's age; Profile is divided into standard deviation above and below the norm.

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help determine a child's present level in motor functioning for development of the IEP.

-May help determine educational objectives.

NORMATIVE DATA: Manual not available for review.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Manual not available for review

Reliability:

Validity:

REFERENCES:

Devereux Test of Extremity Coordination - ordering information
score sheet
image profile

TEST ANALYSIS

TITLE: DEVEREUX TEST OF EXTREMITY COORDINATION Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The DTEC is coordinated with IMAGE (Individual Motor Achievement Guided Education) which contains over 373 suggested motor exercise activities.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: James S. Giampiccolo, Jr.
Alan Boroskin

Publisher:
Research Development
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: Sample set - $1.00; Manual - $0.50; Scales (pkg. of 100) - $10.00

DESCRIPTIVE INFORMATION:

Purpose: To measure behavior and development of individuals that are so severely impaired that usual means of assessment are futile.

Age Range (CA): **MA:** **Grade Level:**
No age or grade level specified.

Format:
Individual is rated on 26 items in terms of what he can do now.

Time Required: Untimed

Sub-Areas:

Perceptual and motor skills
Self-help skills
Language
Social interaction
Self direction

Observational Information:
The FDS is an observation instrument.

Personally Identifiable Information Required:

Standard information

General description of the subject: Medical status (checklist of additional handicaps); and Mechanical aids (used for mobility).

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Severely/profoundly Mentally retarded

Age Range (CA): **MA:**
No age or grade level specified.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the individual being rated.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Since observation of the individual occurs during the normal course of a day, no additional materials are required.

SCORING AND INTERPRETATION:

Procedure: The corresponding number of the descriptive statement which best describes the individual is circled. All item scores within a sub-area and all sub-areas are totaled. The Total Score is used in determining a Developmental Age. A Developmental Quotient may be calculated. A Developmental Level is found by comparison to a table.

Format:
The score sheet is the scale. Conversion tables for Developmental Age and Level are in the manual.

Space for Recording Retest:
Scale is a non-reusable booklet.

Summary Sheet (graphic representation):
Score summary is on the cover sheet of the scale, and consists of all calculated scores.

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE   Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used when determining present levels of functioning when preparing an Individual Educational Program (IEP).

-May be used to determine progress throughout the instructional year.

NORMATIVE DATA:

Sample Size:
1700

Population Descriptors Used:
Severely profoundly mentally retarded residents of Fairview State Hospital

TECHNICAL ASPECTS:

Reliability: Inter-rater: Scores yielded from testing four wards with both AM and PM shifts had an average range of .71 to .94. Test/Retest: with same population and raters, rating the residents two months after the initial testing averaged from .85 to .97.

Validity:

The FDS was administered to 127 normal children (aged 4 mos.-approx. 6 yrs.) by their parents. Relationship of chronological age to Total Score was non-linear and negatively accelerated. The regression of total score on Chronological Age was .91.

REFERENCES:

Fairview Developmental Scale - manual
scale

TEST ANALYSIS

TITLE: FAIRVIEW DEVELOPMENTAL SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Development and standardization of the FDS was accomplished with an adult institutionalized population. The average age of the residents was about 18 years; the average mental age was approximately 2¼ years with an average IQ of 20.2. Considering these figures it would seem realistically an instrument that may be used with preschool children.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE   Screening ☑ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Alan Boroskin, M.A.

Publisher:
Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Sample set - $1.00; Manual - $0.50; Scales (pkg. of 100) - $10.00.

DESCRIPTIVE INFORMATION:

Purpose: To assess various levels of verbal and nonverbal language to detect change.

Age Range (CA):   **MA:**   COMMUNICATION LEVEL: 3 mos. - 6 yrs.

Format: Scale has ten levels in descending order of language age. The first five levels contain eight items each; the second five have six items each.

Time Required: Untimed

Sub-Areas:
Scale covers both expressive and receptive language.

Observational Information:
Scale is scored upon observation of child's language performance. Cover sheet requires information about any speech related handicaps.

Personally Identifiable Information Required:
Child's name, sex, date of birth, and age in months
Observer's name, place and date of the observation

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Designed for Severely/Profoundly institutionalized Mentally retarded; may be used with Severe Language disorders.

Age Range (CA): **MA:** COMMUNICATION LEVEL: 3 mos. - 6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Observer should be thoroughly familiar with the child to be able to rate the child's present status.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: All items are scored until all items are passed on one level or the highest level (10) is reached. Items are scored by a checkmark opposite the statement of behavior most descriptive of child's present language ability. A Language Age and Quotient are derived, and a Language Level is determined.

Format:
Scoring is done directly on the scale.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
Summary of the scores is provided.

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE EVALUATION SCALE **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-May be an aid in the determining of a child's language level in a mass screening, especially with the shy or withdrawn child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Four ward technicians evaluated 15 residents, (that they were thoroughly familiar with) twice, two weeks apart. The Language Levels had a .948 agreement. A second study testing the residents twice, three months apart, had a range of agreement from .848 to .986.

Validity:

Item placement was done by comparison to other standardized tests.

REFERENCES:

Fairview Language Evaluation Scale - manual
record form

TEST ANALYSIS

TITLE: FAIRVIEW LANGUAGE SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: February 1977

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Robert T. Ross, Ph.D.

Publisher:
Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Manual - $0.50; Record forms (pkg. of 100) - $10.00

DESCRIPTIVE INFORMATION:

Purpose:
To "pinpoint those behaviors which might interfere with the (individual's) independent functioning."

Age Range (CA): **MA:** **Grade Level:**
None stated. See Additional Information

Format:
The FPBR is in two parts. Part I - a listing of behavior problems and an estimate of the frequency of the behavior. Part II - an adjective checklist used to determine the individual's prevailing mood.

Time Required:
Untimed

Sub-Areas:
Aggressive behaviors
Hyperactive behaviors
Sexual behaviors
Covert behaviors
Inappropriate behaviors

Observational Information:
The FPBR is an observational instrument to help an administrator concentrate on the individual's current behavior.

Personally Identifiable Information Required:
Child's name, sex, date of birth
Examiner's name

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:
Severe or profoundly handicapped

Age Range (CA): **MA:**
None stated, See Additional Information

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:
Individual
Training Needed by Examiner:
The FPBR is filled out by a person thoroughly familiar with the individual's behavior.
Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Check each word or phrase which best describes the individual's behavior. Scores on behavior items are summed to obtain section scores and a grand total. Checklist is scored + (desirable behavior) and - (undesirable) for each adjective listed that the individual displayed within the last two weeks.
Format:
All items are scored on the record forms.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
Summary of scores is noted on the Adjective Checklist Form.

TEST ANALYSIS

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in the determination of which individuals would benefit from a behavior management program, in order to help them become more independent.

NORMATIVE DATA: Studies have been made with adult institutionalized persons.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Fairview Behavior Problems Record - instruction sheet
record form
adjective checklist

TITLE: FAIRVIEW PROBLEM BEHAVIOR RECORD Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

-Although no age or level is specified, the norms were determined with a population of the average age of 24. Since this scale is meant to be used with the severe or profoundly mentally retarded, it seems applicable to preschoolers.

-Certain sections of the FBPR may be inappropriate to score for preschool children (i.e. sexual behaviors)

-Definitions for frequency of behavior (rarely, sometimes, frequently) would be useful but are not provided, since what may be frequent for one behavior may not be frequent for another.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE **Screening** ☒ **Verification** ☐

BIBLIOGRAPHIC INFORMATION:

Author: Robert T. Ross, Ph.D.

Publisher:
Research Department
Fairview State Hospital
2501 Harbor Boulevard
Costa Mesa, California 92626

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Sample set - $1.00; Manual - $0.50; Scales (pkg. of 100) - $10.00

Availability:

DESCRIPTIVE INFORMATION:

Purpose: Designed to assess various aspects of adaptive behavior to detect change in small increments.

Age Range (CA): 1-4 yrs. **MA:** **Grade Level:**
See Additional Information

Format:
Child is rated as to his proficiency on 34 specific behaviors.

Time Required: Untimed

Sub-Areas:
- Motor dexterity
- Self-help skills
- Communication skills
- Social interaction
- Self-direction

Observational Information:
Scale is scored on the basis of observation. Additional information required: medical status (checklist of additional handicaps), mechanical aids (wheelchair, etc.), and behavior problems (checklist of maladaptive behaviors).

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Mentally retarded

Age Range (CA): 1-4 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be thoroughly familiar with the child being rated.

Other Persons Required: Parent may be required if the scale is used in an interview format.

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Each number corresponding to a descriptive statement that describes the child's behavior is circled (one per item). Items in each sub-area are totaled and then sub-areas are totaled. A Behavior Quotient may be computed and a Behavior Level determined.

Format:
Scoring is done on the scale form.

Space for Recording Retest:
Scale is in a non-reusable booklet.

Summary Sheet (graphic representation):
Score summary is on the front coversheet.

TEST ANALYSIS

TITLE: FAIRVIEW SELF HELP SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to determine a child's progress on an annual basis.

NORMATIVE DATA:

Sample Size: 574

Population Descriptors Used:

Institutionalized severely/profoundly mentally retarded.

TECHNICAL ASPECTS:

Reliability: An attendant rated each of 12 individuals he was most familiar with, and rated them again in three months. Correlation between the morning and afternoon shift ratings was .91.

Validity: The FSHS correlated with the Vineland Social Maturity Scale and the Cain-Levine Social Competency Scale above .93.

REFERENCES:

Fairview Self-Help Scale - manual
score sheet

TITLE: FAIRVIEW SELF HELP SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The FSHS was originally intended for use with the adult population of the Fairview Hospital who were severely or profoundly mentally retarded.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: R. B. Ammons
H. S. Ammons

Publisher:
Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Ordering Information:

Editor:

Forms: Form A
Form B

Copyright Date: 1948

Cost: Plates, instructions, norms, answer sheets - $15.00; Answer sheets (pkg. of 25) - $2.50; Provisional manual (compilation of articles) - $2.75

DESCRIPTIVE INFORMATION:

Purpose:
Designed to be a quick test of verbal comprehension, and intelligence.

Age Range (CA): 2 yrs. - Adult **MA:** **Grade Level:**

Format:
Subject is given a stimulus word and asked to indicate which picture of four best illustrates the word.

Time Required: 10 minutes

Sub-Areas:
None

Observational Information:

None

Personally Identifiable Information Required:

Name, age
Examiner's name

TITLE: FULL RANGE PICTURE VOCABULARY TEST **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate a response in a consistent manner.

Disability Groups:
Physically handicapped, Severely Speech impaired, Aphasic, Emotionally disturbed

Age Range (CA): 2 yrs. - Adult **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be able to gain rapport with the individual being tested. Should be familiar enough with the stimulus words to use them in differing sequences. Should be able to eliminate guessing by the subject.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
16 Picture plates

SCORING AND INTERPRETATION:

Procedure: Each response is marked with a check for correct or a zero for incorrect. All correct answers are totaled for a raw score. Raw scores may be compared to norm tables for IQ equivalents.

Format:
There are separate answer sheets for each form. Each answer sheet lists the stimulus words by plate number and includes the point levels for each word. This sheet is used only by the examiner.

Space for Recording Retest:
Alternate form is available for retest.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used in mass screening efforts for quick determinations of verbal comprehension.

-May be used to test a non-verbal child to determine the size of his receptive language vocabulary.

-May be used as a quick, unobtrusive method to determine an individual's level of intelligence.

NORMATIVE DATA:

Sample Size: 589 children and adults

Population Descriptors Used:

Age
Sex
Grade placement
Father's or own occupation

TECHNICAL ASPECTS:

Reliability: Form A with Form B correlations range from .86 to .99 with a median of .93. Correlations found have been: .93 for 120 preschool children, .87 for 61 mild-severely disturbed children, .96 for 80 black children and .86 for 80 Spanish-American children.

Validity:

Validity studies are extremely numerous. Examples of validity correlations are: .78 with the Leiter with 50 cerebral palsied individuals, .48 and .57 with the WISC for 61 mild-severely disturbed children, .85 and .83 with the Binet for 120 preschool children, .84 with Raven Progressive Matrices for 50 cerebral palsied.

REFERENCES:

Full-Range Picture Vocabulary Test - Test plates
Answer Sheets
Norms

TEST ANALYSIS

TITLE: FULL RANGE PICTURE VOCABULARY TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Separate norms have been developed for Whites and Blacks of all ages and Spanish-American bilingual children.

The FRPVT does not go below the two year age level or to the superior adult level. Since normative and standardization datawere compiled in 1948, there is some question as to its current reliability and validity.

Pictures which were to be cartoon-like line drawings are difficult to recognize and interpret. Modification and updating of the drawings are sorely needed.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION   Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Ronald Goldman, Ph.D.
Macalyne Fristoe, Ph.D.

Publisher:

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Kit - $22.60; Manual - $1.75; Response Forms (pkg. of 50) - $3.85; Test Plates - $18.20

DESCRIPTIVE INFORMATION:

Purpose: "To provide a method of assessing an individual's articulation of consonant sounds."

Age Range (CA): 2 yr. - Adult   **MA:**   **Grade Level:**

Format: Child is to identify 35 pictures, retell stories with the aid of pictures, and repeat sounds in syllables, words and sentences.

Time Required: Untimed

Sub-Areas: Sounds in Words
Sounds in Sentences
Stimulability

Observational Information:
Record form unavailable for review.

Personally Identifiable Information Required:
Record form unavailable for review.

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups: All, except the Visually impaired and the Hearing impaired with no verbal language.

Age Range (CA): 2 yr. - Adult **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be extremely familiar with the directions for administration. Knowledge of phonetic notation is useful. Examiner does not have to be a speech clinician but may score the test for errors only. A more knowledgeable person may test for type of error.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Test plates

SCORING AND INTERPRETATION:

Procedure: Each item may be scored on two levels: (1) for error; and (2) for type of error. Sub-test and total scores are determined and may be converted to percentile ranks.

Format: Each stimulus or key word on the response form has the sound position color coded as to initial, medial, or final. Each item is scored by the proper mark in a cell alongside the stimulus.

Space for Recording Retest:
Response form unavailable for review.

Summary Sheet (graphic representation):
Response form unavailable for review

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May determine a child's specific difficulty in sound production.

-May indicate the stimulability (ability to have that sound reproduced) of that sound for remediation.

-May indicate consistency with sounds - always misarticulates initial sounds, etc.

NORMATIVE DATA:

Sample Size: 38,884

Population Descriptors Used:
Grade: 1 - 12
National Speech and Hearing Survey

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 37 articulatory defective children had a correlation of prescence of error of .95 for sounds in words and .94 for sounds in sentences; for type of error it was .89 and .86 for sounds in words and sentences respectively. Inter-rater reliability was found to be .92 for errors and .88 for type

Validity:

Content validity is established by the collection of items used to assess speech sound production.

REFERENCES:

Goldman-Fristoe Test of Articulation - examiner's manual

TITLE: GOLDMAN-FRISTOE TEST OF ARTICULATION	Screening ☐ Verification ☒
ADDITIONAL INFORMATION:	

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Ronald Goldman, Ph.D.
Macalyne Fristoe, M.S.
Richard W. Woodcock, Ed.D.

Publisher:
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Test kit - $23.00; Manual - $1.75; Test plates - $16.25; Large Training plates - $4.20; Response forms (pkg. of 50) - $3.50.

DESCRIPTIVE INFORMATION:

Purpose: "...designed to provide measures of speech-sound discrimination ability..."

Age Range (CA): 3.8 yr. - Senior adult MA:

Grade Level:

Format: Person is trained to the correct answering procedures and to identify each picture by its proper label. Client is then presented with basically the same task - identifying a picture from four.

Time Required: 10-15 minutes

Sub-Areas: Quiet sub-test
Noise sub-test

Observational Information: Space for comments about the client or test situation is provided on the response form.

Personally Identifiable Information Required:
Standard information
Type of tape player
Whether earphones or large training plates were used.

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate response

Disability Groups: All

Age Range (CA): 3.8 yrs - **MA:**
Senior adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Training with large plates may be done in small groups. Actual test situation is individual.

Training Needed by Examiner: Examiner must be familiar with the manual and scoring procedures. Should be able to establish rapport easily with person being tested.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

* Tape recorder
* 1-2 earphone sets
Easel Kit
Large training cards (optional)

SCORING AND INTERPRETATION:

Procedure: Client is scored for the sub-tests only. Client is given one point for a proper identification or zero points for an incorrect response. All correct responses in each subtest are totaled and may be converted to percentile ranks.

Format: The response form has the stimulus words and the designated correct picture number. Training procedures and the three trials are on the score sheet fo information only.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-Will provide "an index of an individual's ability to discriminate speech sounds under quiet and/or noisy conditions."

-May be useful in screening for hearing problems.

-May be helpful in the evaluation of the relative usefulness of hearing aids.

NORMATIVE DATA:

Sample Size: 745 individuals, aged 3-84 years.

Population Descriptors Used:
Residents of Minnesota, New Jersey, and Tennessee
Regular public school classes - school age
Public and private - kindergartens
Personal contact - preschool and adult

TECHNICAL ASPECTS:

Reliability: Standard Error of Measurement ranges from 1.41 for 7-9 years old to 1.76 for 4-6 years. Split-half reliability ranges from .51 (10-12 years) to .88 (7-9 years). Test/Retest with 17 preschool speech handicapped children was .87 for quiet, and .81 for noise.

Validity:
Concurrent validity with experienced clinician's judgments was .76.

REFERENCES:

GOLDMAN-FRISTOE-WOODCOCK: TEST OF AUDITORY DISCRIMINATION - Manual

TEST ANALYSIS

TITLE:	GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION	Screening ☐	Verification ☒

ADDITIONAL INFORMATION:

Since the entire test is administered by a tape recording the speech differences of the examiner are of no importance.

DATE: March 1977

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: D. H. Stott, Ph.D.

Publisher:

Ordering Information:
Dr. D. H. Stott
30 Colborn Street
Guelph, Ontario, Canada

Editor:

Forms:

Copyright Date: 1976

Cost: Guide - $0.50; See Additional Information

DESCRIPTIVE INFORMATION:

Purpose:

"A schedule for the systematic observation of learning behavior."

Age Range (CA): MA: Grade Level:

No age or grade level specified

Format:

Teacher is asked to respond to 16 questions concerning the child's classroom and overall behavior; and nine questions regarding any physical or family problems.

Time Required: Untimed

Sub-Areas:

Preliminary screening
Identification of poor learning habits

Observational Information:

The Guide is totally an observational instrument.

Personally Identifiable Information Required:

Child's name, date of birth, sex
Teacher's name, school, class, type of class
Date of form completion

TEST ANALYSIS

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:
Learning disabled, Mentally retarded (Mild-Moderate), Slow, Underachiever

Age Range (CA): **MA:**
No age or grade level specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should read the questions over and then observe the child closely for several weeks. Good observation skills are a must.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure:
Teacher reads the questions and rates the child by severity in accordance with the sentence descriptors.

Format:
Scoring form is the question form.

Space for Recording Retest:
None

Summary Sheet (graphic representation):

None

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help the teacher observe the child's behavior more closely.

-May indicate a need for motivational training rather than special education in its classic form.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Guide to the Child's Learning Skills - preliminary screening
identification of poor learning habits

TITLE: GUIDE TO THE CHILD'S LEARNING SKILLS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The author will grant permission (at a small fee) for interested persons to duplicate the guide. Costs are:

-for service or research institutions and individuals doing research with grant support - $5.00/year,

-for graduate students and others doing research without grant support - $2.50/year.

The Guide correlates with the Flying Start Curriculum developed by D. H. Stott. This curriculum is a motivational approach to learning problems.

The terms in the Guide are very value laden, e.g. queer, stupid.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: HESS SCHOOL READINESS SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Richard J. Hess, Ed.D.

Publisher:
Mafex Associates, Inc.
90 Cherry Street
Johnstown, Pennsylvania 15902

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: Kit - $19.95

DESCRIPTIVE INFORMATION:

Purpose:

Designed "...to detect the presence or absence of intellectual readiness to enter school."

Age Range (CA): 3½-7 yrs. MA: 3-7½ yrs. Grade Level:

Format:

Child is presented with 45 items relating to intellectual functioning. There are 29 non-verbal items and 16 items requiring verbal response.

Time Required: 8 minutes

Sub-Areas: (See Additional Information)

Pictorial identification
Discrimination of animal pictures
Picture memory
Form perception
Comprehension and discrimination
Copying geometric forms
Paper folding
Number concepts

Observational Information:

Observations should be made in accordance with the Personal-Social Scale. Items on the scale are rated Poor, Fair, Average, Above Average, Excellent. Items rated are intellectually related, i.e. speech development, self-help development. Suspected physical or sensory problems should be indicated too.

Personally Identifiable Information Required:

Child's name, sex, grade level, exact chronological age
School
Teacher's name
Parent's name, address, phone number
Examiner's name

TEST ANALYSIS

TITLE: HESS SCHOOL READINESS SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to indicate a choice
Ability to manipulate paper easily

Disability Groups:
Mentally retarded, Hearing impaired, Physically handicapped, Speech impaired, Language Disorders

Age Range (CA): 3½ yrs. - 7 yrs. **MA:** 3 yrs. - 7½ yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be trained in the administration of psychological tests. Should acquaint himself with observational techniques. Be thoroughly familiar with the HSRS administration, scoring and interpretation.

Other Persons Required:
It is preferred that the examiner and child be alone. It is possible, however, to test with the parent present if testing cannot be postponed to a later date.

Materials Required: (*items not provided in kit)
Counting frame (10 neutral colored beads)
4 x 4" paper
5 1/4 x 3 3/4 x 3 3/4" paper (triangular)
5 1/2 x 8 1/2" paper

SCORING AND INTERPRETATION:

Procedure: Each correct response is one point, each is circled on the record form. Item scores are totaled to yield a raw score which may be converted to a Mental Age, IQ and percentile rank for predicting school success by comparison to tables.

Format:
Record form is divided into sub-areas. Reverse of the form is the Personal Social Scale and Physical & Sensory Development questionnaires to be completed.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: HESS SCHOOL READINESS SCALE   Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate which children should be given priority to be psychologically and educationally evaluated.

-May indicate which children may be in need of special services in order to learn in a school setting.

NORMATIVE DATA:

Sample Size: 3,000-pre-kindergarten, pre-Grade 1

Population Descriptors Used:
Place of residence: urban, suburban, rural
Race: white, non-white
Educational level of head of household
Occupational level of head of household
Eastern Pennsylvania

TECHNICAL ASPECTS:

Reliability: Testing 323 children three weeks apart, Test/Retest correlations ranged from .91 (for the total group) to .83 (pre 1st graders); Standard Error of Measurement ranged from 2.05 (for boys) to 2.33 (for girls).

Validity: Correlations of HSRS mental ages with the Stanford-Binet form L-M mental ages was . 86 for 272 children (pre-K and pre 1), correlations with each test's IQ scores was .80 for the same group. Correlation of the sub-tests with the total ranged from a high of .81 (comprehension and discrimination) to a low of .33 (Form perception and discrimination) with a mean of .475. Prediction of School Success correlates with teacher ratings one year later .92.

REFERENCES:

The Hess School Readiness Scale - manual
test book
record form

TITLE: HESS SCHOOL READINESS SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas: (continued)

Digit memory span
Opposite analogies
Comprehension
Sentence memory span

The manual states repeatedly that the test will identify those children who should be excluded from school. Yet, the test format having several small pictures on the same page would confuse the child with visual perception problems and those children are usually above average in intelligence.

It should be recognized that school readiness is not only intelligence but emotional/social maturity, etc.; therefore, the HSRS eliminates testing many important facets of the child.

It seems that although the manual was written in 1975, no one informed the author of the right to education for ALL children; and appropriate revisions seem necessary.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1977

TEST ANALYSIS

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Marshall S. Hiskey, Ph.D.

Publisher:

Ordering Information:
Hiskey-Nebraska Test of
Learning Aptitude
5640 Baldwin Street
Lincoln, Nebraska 68507

Editor:

Forms:

Copyright Date: 1966

Cost: Complete kit - $68.00; Manual - $3.00; Record forms (pkg. of 50) - $4.00; Completion of drawing sheets (pkg. of 50) - $2.00

DESCRIPTIVE INFORMATION:

Purpose:

To assess the non-verbal intelligence of an acoustically handicapped or verbally limited child.

Age Range (CA): 3-16 yrs. MA: Grade Level:

Format: Child is presented with varying fine motor and visual tasks to perform. Directions are given in pantomime or verbally in accordance with the child's abilities. Each sub-test evaluates essentially the same tasks, but they are increasingly more difficult to perform, e.g. Bead Patterns, Part A-stringing beads, Part B-stringing beads in a specified pattern, Part C-stringing beads in a specified pattern from memory.

Time Required:

45-50 minutes in two sessions

Sub-Areas: (See Additional Information)

Bead patterns
Memory for color
Picture identification
Picture association
Paper folding
Visual attention span
Block patterns
Completion of drawings

Observational Information:

None

Personally Identifiable Information Required:

Child's name, age, grade
School's name
Date of test
Examiner's name

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to understand verbal and/or non-verbal directions
Degree of fine motor coordination

Disability Groups:

Deaf, Hard of Hearing, Aphasic, Severe Speech disorders, Moderately/Severely Mentally retarded

Age Range (CA): 3-16 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have a background in psychometrics and be familiar with individual testing techniques. Should be thoroughly familiar with the directions, both pantomime and verbal. Some knowledge of testing handicapped children is essential. May require examiner's knowledge of manual communication.

Other Persons Required:

If the child is young, a third person (parent, child careworker) may be required. This person should be seated behind or out of the line of sight of the child.

Materials Required: (*items not provided in kit) (See Additional Information)

	Colored beads (round, square, cylindrical)
2	Strings
2	Sets of colored plastic strips (black, blue, orange, yellow, green, brown, white, red)
	Cardboard screen
78	Pictures
7	Picture series
2	Booklets of pictures
6"	Square paper
16-1"	Cubes
	Pattern booklet

SCORING AND INTERPRETATION:

Procedure: Each correct response is marked with a check, each incorrect with an X. Each sub-test is totaled. Child's rating on the scale is the median rating for that sub-test. A median age is found by using tables in the manual which is the child's Learning Age and may be converted into a learning quotient. Deviation IQ's are available for hearing children only.

Format:

Record form unavailable for review

Space for Recording Retest:

Record form unavailable for review

Summary Sheet (graphic representation):

A profile is made by plotting each sub-test score on the norms table included with the record form.

TEST ANALYSIS

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May indicate an intellectual deficit for a hearing impaired child.

-May provide an idea of a non-verbal child's cognitive capabilities without regard to his understanding or use of verbal language.

NORMATIVE DATA:

Sample Size: 1,079 deaf children
1,074 hearing children

Population Descriptors Used:

Age: 2 yrs. 6 mos. to 17 yrs. 5 mos.
Deaf children were from state schools for the deaf
Hearing children were selected on the basis of parents' occupational level
10 widely separated states

TECHNICAL ASPECTS:

Reliability: Sub-test intercorrelations ranged from .729 to .332 for the deaf and from .777 to .315 for the hearing. Correlations were obtained between age rating on sub-tests and the median age rating for the total test ranging from .514 to .889. Split half reliability was .947 for deaf 3-10 yr. olds. and .918 for the 11-17 yr.olds;.933 for hearing 3-10 yr. olds and .904 for hearing 11-17 yr. olds.

Validity:

A correlation of .86 for hearing children from 3 to 10 years with the Stanford-Binet (L-M) was found and .78 for hearing children 11 to 17 years. A correlation of .82 was obtained for hearing children when compared to their WISC Scores.

REFERENCES:

Hiskey-Nebraska Test of Learning Aptitude
"Revision and Restandardization of the Hiskey-Nebraska Test of Learning Aptitude"

TITLE: HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas: (continued)
- Memory for digits
- Puzzle blocks
- Picture analogies
- Spatial reasoning

Materials: (continued)

	Pictures with missing pieces
	Booklet of digits
10	Individual digits
8	Colored blocks divided into parts
12	Picture analogies
12	Plates of 5 pictures each as choices for analogies
10	Plates of geometric designs

Findings show that the younger deaf child has greater difficulty grasping the directions than hearing children of equal age. Due to this fact, young deaf children tend to lower a sub-test score by failing the beginning items. This is not true for the older deaf child who had had training in visual discrimination and will surpass or equal the hearing child's rating on items concerned with visual perception.

At least five sub-tests must be administered to have a valid test score.

Picture analogies and spatial reasoning sub-areas provide the most difficult tasks to perform even for normal hearing individuals.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT   Screening ☒   Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Margaret Crabtree, Ed.D.

Publisher:
The Houston Test Company
P. O. Box 35152
Houston, Texas 76101

Ordering Information:

Editor:

Forms:

Copyright Date: 1963

Cost: Part I: Complete kit - $11.00; Manual - $4.00; Score sheets (pkg. of 25)-$3.50; Part II: Complete kit - $24.00; Manual - $4.50; Score sheets (pkg. of 20) - $4.00; Both parts - $35.00

DESCRIPTIVE INFORMATION:

Purpose: "...designed for the purpose of establishing a basis for the objective evaluation of language functioning...", "...to measure the growth of language in order to determine the level of therapy..."

Age Range (CA): 6 mos. - 6 yrs.   **MA:**   **Grade Level:**

Format: Child is observed in a testing situation. For older children the child is asked to perform a task or gesture or to verbalize.

Time Required: Approximately 30 minutes per test

Sub-Areas:

Observational Information: Under Comments, record any unusual use of hands, visual adjustments, hyperactivity, etc. (Part II) or additional language abilities (Part I).

Personally Identifiable Information Required:
Record sheet not available for review.

TEST ANALYSIS

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: All, items on Part II may have to be changed for the Visually impaired.

Age Range (CA): 6 mos. - 6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have an understanding of the behavioral characteristics of young children. Should be familiar with test items.

Other Persons Required: If child is hesitant to perform, the child's mother may be present.

Materials Required: (*items not provided in kit)

Part I:	Part II:
* 10" doll	Vocabulary cards
20 picture vocabulary cards	Miniature objects - doll family, bathtub, dining room set, truck, toy animals
* Children's dictionary	Crayons - primary colors
* Several small toys	Drawing paper

SCORING AND INTERPRETATION:

Procedure: Each item has a pass/fail criteria for each age group. A Basal Age, Upper Age, and Language Age are all calculated.

Format:
Record forms not available for review.

Space for Recording Retest:
Record forms not available for review.

Summary Sheet (graphic representation):
Record forms not available for review.

TEST ANALYSIS

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be used to assist in the diagnosis of language disorders.

-May be used as an indication of progress as a result of specific therapy.

NORMATIVE DATA:

Sample Size: Part I: 113 children
Part II: 102 children

Population Descriptors Used:

Part I:	Part II:
White	
Metropolitan Houston	Houston
Age	Age
Sex	

No bilingual children were used.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Houston Test for Language Development - Manuals. Part I and II

TITLE: HOUSTON TEST FOR LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Rationale for the inclusion of each item in both tests are presented in each manual.

The HTLD will be taken off the market May 15, 1977.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT   Screening ☒   Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Edward G. Scagliotta, Ph.D.

Publisher:
Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Book - $4.75

DESCRIPTIVE INFORMATION:

Purpose:

"...to ascertain the gross acquisition of a child's abilities in order that an individual educational program can be provided."

Age Range (CA):   MA: Grade Level:

No age or level stated.

Format:

Child is asked to perform various tasks in each sub-area.

Time Required:

Untimed

Sub-Areas:

Peripheral modalities	Perceptual-motor functions
Concept formation	Behavioral and emotional characteristics
Symbolic development	Academic achievements

Observational Information:

Observational information about how the child performs a specific task, reacts to a specific stimulus or action, and reacts to the test situation itself may be collected and summarized at the end report.

Personally Identifiable Information Required:

No score sheet is provided.

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Appropriate cognitive and motor skills for age and/or level.

Disability Groups:
Mildly to moderately handicapped, some activities could be omitted for the Visually, Aurally or Physically handicapped.

Age Range (CA): **MA:**
No age or level stated.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be highly trained and experienced in psychometrics and testing materials. He should be experienced in teaching exceptional children and have an understanding of child development.

Other Persons Required:
None

Materials Required: (*items not provided in kit) See Additional Information

* Tissue paper cylinder
* Environmental objects
* Flashlight
* Mirror
* Optometric scanner
* Sound instruments
* Rubber tube
* Funnel
* Opaque bag
* Sandpaper letters
* Tinkerboard
* Colored picture cards (same as objects)
* Word cards (names of objects)
* 6-piece doll
* 10-piece doll
* 3-piece form board
* 5-piece form board
* Montessori graduated cylinders
* Geometric fragment forms
* Puzzles
* Elastic board
* Rubber bands
* Pegboard

SCORING AND INTERPRETATION:

Procedure:
Scoring is qualitative.

Format:
Results of the ILA are stated in anecdotal form, by sub-area as to what the child can do or has difficulty in doing.

Space for Recording Retest:
No score sheet is used.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: INITIAL LEARNING ASSESSMENT Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be helpful for determining a child's present level for development of an IEP.

-May identify a child needing further evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Initial Learning Assessment - manual

TITLE: INITIAL LEARNING ASSESSMENT Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials: (continued)

* Golf tees or pegs
* Copysheets - Appendix A
* Low balance beam
* Rocker board
* Soccer ball
* Marsden ball
* Directionality cards
* Crayons: red, green, blue, black
* Scissors
* Cubes (varying in size)
* Sequential sizes and shapes
* Plain and solid round objects
* Square object
* Triangular object
* Visual discrimation cards
* Composite pictures
* Phonograph
* Record - instructional classical music
* Alphabet cards
* Word cards
* Picture cards
* Standard graded reading and spelling texts
* Two sets: number cards
* Two sets: pattern cards
* Nickel
* Eight pennies
* Felt pen

The format that the ILA is written in provides the examiner with information of what types of things he should look for.

Photographs of materials which must be constructed are contained in the manual.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST: A CULTURE MINIMIZED EXPERIENCE

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Theodore C. Kahn

Publisher:
Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: Kit - $52.00; Manual - $5.00; Record sheet (pkg. of 50) - $16.00

DESCRIPTIVE INFORMATION:

Purpose:
Measures development levels of children as well as estimating several different types of intelligence.

Age Range (CA): 1 mo. - Adult **MA:** **Grade Level:**

Format: Main Scale has six items per age level. A Brief Placement Scale to determine point of entry in the Main Scale has one item per age level. All items are responded to non-verbally by manipulating the test objects.

Time Required: Untimed

Sub-Areas:

Concept formation	Verbal
Recall	Sign language
Motor coordination	Use with the blind

Observational Information:
Recording sheet has space for behavior notes and evaluation of results.

Personally Identifiable Information Required:
Record form not available for review.

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCE

Screening ☐ **Verification** ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Gross and fine motor skills.

Disability Groups:

Mentally retarded, Emotionally disturbed, Behavior problems, Visually impaired, Hearing impaired.

Age Range (CA): 1 mo. - Adult **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be thoroughly familiar with the test manual and its supplements. Examiner should test many individuals prior to testing for scoring purposed.

Other Persons Required:

None

Materials Required: (*items not provided in kit) All materials are plastic.

Anchor
Butterfly (1 each) large brown; thin transparent
Circle - transparent
Dog (1 each) large black; small black; small white
Heart (1 each) large transparent; blue; red
Star - 1 large transparent; 2 red
Segment of a circle - transparent
Cross
Parrot
Felt strip

SCORING AND INTERPRETATION:

Procedure: Each item is scored based upon the item criterion. Score + for correct, - for incorrect. A basal age is calculated and any additional correct items are worth 2 months credit. An IQ is calculated.

Format:

Record form not available for review.

Space for Recording Retest:

Record form not available for review.

Summary Sheet (graphic representation):

Record form not available for review.

TEST ANALYSIS

TITLE: KAHN INTELLIGENCE TEST:
A CULTURE MINIMIZED EXPERIENCE
Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-To provide information regarding the child's developmental level.

NORMATIVE DATA:

Sample Size: 337 persons

Population Descriptors Used:
Ages 1 month - 17 years
40 Adults

TECHNICAL ASPECTS: Additional reliability and validity studies are cited.

Reliability:

Test/Retest with 23 children, aged 1-14 years, tested 3 weeks apart. MA's correlated with the KIT, .94

Validity:

With the same 23 children above, KIT MA's compared to the MA received on the 1937 Standford-Binet, .75.

REFERENCES:

Perceptual and Motor Skills - monograph supplement
Kahn Intelligence Test: A Culture-Minimized Experience
Up-Dating the Kahn Intelligence Test
Reprints of additional validity studies

TITLE:	KAHN INTELLIGENCE TEST: A CULTURE MINIMIZED EXPERIENCE	Screening ☐	Verification ☒

ADDITIONAL INFORMATION:

The KIT is a culturally minimizing experience, as much as it is possible to be since one aspect of intelligence is the capacity to adjust to culture.

Special test items have been developed for the visually impaired.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: KOHN PROBLEM CHECKLIST AND KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Martin Kohn, Bernice L. Rosman, Barbara Parnes

Publisher:

Ordering Information:
Martin Kohn, Ph.D.
Wm. Alanson White Institute
20 West 74th Street
New York, N. Y. 10023

Editor:

Forms:

Copyright Date: 1975

Cost: Specimen set - $5.00

DESCRIPTIVE INFORMATION:

Purpose:

"...designed to assess the social-emotional functioning of young children in preschool settings."

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format: Children are rated on a 3, 7 or 5-point scale as to the typical occurrence of a behavior within the past week. 3-point scale for the Checklist, a 7 or 5-point scale for the Social Competence Scale for either full or half-day school attendance.

Time Required:

Untimed

Sub-Areas:

Scales are not divided into sub-areas, but each yields Two Factor Scores. Factor I deals with general utilization of opportunity in the classroom while Factor II deals with conformance to rules, regulations and routines in a classroom.

Observational Information:

Scales are rated through observation, no additional information is collected.

Personally Identifiable Information Required:

Child's name, age, room or group
Rater's name, position (head teacher, aide, etc.)

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Skill development adequate for age.

Disability Groups:
Emotionally disturbed, Behavioral problem, Speech/Language impaired, Mildly Mentally retarded.

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner must be a good observer. May be classroom teacher, aide or impartial observer that observes child a week prior to the rating.

Other Persons Required:
Ratings may be made independently by one or more persons, if necessary. No other person is required.

Materials Required: (*items not provided in kit)
Observations are made during the course of the child's school day and are mainly concerned with a child's ability to interact with his environment; therefore, no specific materials are required.

SCORING AND INTERPRETATION:

Procedure: Each item is given a specific rating. Each scale is divided into two Factors, all items for each factor are summed for the Checklist. The algebraic sum for each factor is used for the Social Competency Scale. Both sets of scores may be converted to standard scores and added together.

Format:
Score sheets have item numbers listed in a matrix with each row or column corresponding to Factor I or Factor II.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: KOHN PROBLEM CHECKLIST AND KOHN SOCIAL COMPETENCE SCALE — Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May identify a child having emotional problems.

-May indicate the need for an in-depth psychiatric evaluation of a child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

A Rating and Scoring Manual for the Kohn Problem Checklist and Kohn Social Competence Scale

TITLE: KOHN PROBLEM CHECKLIST AND
KOHN SOCIAL COMPETENCE SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Further information about the Scales may be found in *Developmental Psychology*, 1972.

Dimensions involved with the Problem Checklist are Factor I: Apathy-Withdrawal; Factor II: Anger-Defiance.

Dimensions involved with the Social Competence Scale are Factor I: Interest Participation vs. Apathy-Withdrawal; Factor II: Cooperation-Compliance vs. Anger-Defiance.

A full day and half day rating scale for social competence has been developed consisting of 73 and 64 items respectively. The 64 item scale omits items concerning nap and lunch time.

A high score on the Problem Checklist indicates disturbance, while a high score on the Social Competence Scale indicates health.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: LEARNING ACCOMPLISHMENT PROFILE   Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Anne R. Sanford

Publisher:	Ordering Information:
Chapel Hill Training-Outreach Project Lincoln Center Chapel Hill, North Carolina	Kaplan School Supply Corporation 600 Jonestown Road Winston-Salem, N. C. 27103
Editor:	Forms:

Copyright Date: 1974

Cost: Diagnostic Kit - $150.00; Manual - $2.50; Individual Profile - $2.00; Infant LAP - $3.00

DESCRIPTIVE INFORMATION:

Purpose:
Designed to provide a record of the child's existing skills.

Age Range (CA): 1 mo. - 6 yrs.   **MA:**   **Grade Level:**

Format:
The LAP is in a checklist, divided into sub-areas. Each sub-area has skills sequenced developmentally and cross-referenced to the bibliographic source of the item.

Time Required:
Untimed

Sub-Areas:
- Gross motor
- Fine motor
- Social
- Self-help
- Cognitive
- Language

Observational Information:
Each item, scored, either pass or fail, should include comments as to how the child performed the item. Space is provided for this information to the right of the item.

Personally Identifiable Information Required:

Child's name, date of birth

TITLE: LEARNING ACCOMPLISHMENT PROFILE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All

Age Range (CA): 1 mo. - 6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, child may be observed during the course of a program day rather than setting up a formal test situation.

Training Needed by Examiner: Examiner should be familiar with the LAP items and progression to be able to assess the child during the course of a day or be able to set up activities to provide the child with the opportunity to demonstrate the skill. May be administered by a classroom teacher.

Other Persons Required:

None

Materials Required: (*Items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: A plus is scored for pass, a minus for fail. The child's developmental age is determined as being the last passed item before a ceiling is found (4 out of 5 items failed). A change of rate of development may be computed by dividing the developmental age by the child's chronological age.

Format:

The LAP is in a bound book. Each item contains a description of the behavior bibliographic source, developmental age, assessment and achievement dates and space for comments.

Space for Recording Retest:

Retests may be recorded on the same forms, different colored ink each time may be useful.

Summary Sheet (graphic representation):

A profile of development is plotted for each area assessed. Multiple profiles may appear on one form.

TEST ANALYSIS

TITLE: LEARNING ACCOMPLISHMENT PROFILE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Aid in determining a child's present educational levels for the development of an individualized education program.

-May identify specific behavioral objectives that should be taught to the child.

-May evaluate a child's progress by both, skill acquisition and computing a change in the rate of development quotient.

NORMATIVE DATA: Criterion - referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

A Manual for Use of the Learning Accomplishment Profile

Learning Accomplishment Profile

TEST ANALYSIS

TITLE: LEARNING ACCOMPLISHMENT PROFILE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The LAP is cross referenced to the Planning Guide for Preschool Curriculum which provides teaching strategies to encourage skill development.

The LAP is to be accomplished in three steps which include: 1) compiling developmental data, 2) task analysis of a skill, and 3) curriculum development.

Training filmstrips are available.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Screening ☒ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Charles H. Lindamood, M.A.
Patricia C. Lindamood, M.S.

Publisher:
Teaching Resources Corp.
100 Boylston Street
Boston, Massachusetts 02116

Ordering Information:

Editor:

Forms: Alternate forms: Form A and B

Copyright Date: 1971

Cost: Complete kit - $13.95; Test forms (pkg. of 50) - $4.75

DESCRIPTIVE INFORMATION:

Purpose:
Designed to measure auditory perception.

Age Range (CA): MA: Grade Level: Preschool-Adult

Format:
Child is to listen to sounds and syllables said by the examiner and to place colored blocks to represent the sounds (e.g. /p/ /p/ - 2 blocks, same color; /p/ /t/ /k/ - 3 blocks, different colors.

Time Required:
Untimed

Sub-Areas:
Category I - isolated sounds in sequence
Category II - sounds within syllable pattern

Observational Information:
Any behavior which appears significant to the test performance should be recorded.

Personally Identifiable Information Required:
Child's name, sex, birthdate, age, grade
Examiner's name
School's name
Type of speech deviation, if any
Native language, other language spoken
Results of other tests
Use of visual cues

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Understanding of same and different
Understanding of left to right progression
Understanding number concept to four
Understanding of first and last

Disability Groups:

All but Hearing Impaired (modification may be made to the blocks so that the Visually Impaired child can use the test). Modification for Physically handicapped may be needed.

Age Range (CA): **MA:** GRADE LEVEL: Preschool - Adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with the manual and the correct pronunciation of the sounds and syllables. A tape is provided for pronunciation.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

18 colored blocks

SCORING AND INTERPRETATION:

Procedure: Each response is recorded in the color code. A + or - is marked after the test is completed. Each correct answer is one point, then multiply the correct number (1, 3 or 6) for a converted score. Cut off scores for grade levels K-12 are provided on the record sheet.

Format:

Each form of the LAC has an Individual Record Sheet. Stimulus, response, and indication of correct or incorrect are recorded.

Space for Recording Retest:

Record sheet is non-reusable

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: LINDAMOOD AUDITORY COMPREHENSION TEST Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide for early identification of children with auditory perceptual problems.

-May aid in the understanding of the point of breakdown in the process of reading or spelling.

NORMATIVE DATA:

Sample Size: Sample 1: 660
Sample 2: 52

Population Descriptors Used:
School district: Monterey Peninsula Unified S. D.
Lucia Mar Unified S. D.
Socioeconomic status: all categories
Teacher: divided class into four parts (upper/lower boys, upper/lower girls)
Older students were selected by the guidance counselors on the basis of performance.

TECHNICAL ASPECTS:

Reliability:

Test/Retest: alternate form reliability with 52 children with a minimum of four weeks between testings, the correlation was .96.

Validity:

Correlations with the WRAT (Wide Range Achievement Test) Spelling-Reading subtests ranged from .66 to .81 at different grade levels.

REFERENCES:

Lindamood Auditory Conceptualization Test - preliminary manual
response sheets
tape

TITLE: LINDAMOOD AUDITORY COMPREHENSION TEST Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

The Manual states, "It (the LAC) is suitable for administration at any chronological or functional age and any academic level."

It has been found that color blindness does not alter the test, since the blocks are perceived in varying degrees of grey.

Conceptualization of sounds and order of sounds as represented by colored blocks may prove difficult to obtain with younger and more involved children.

DATE: May 1977

TEST ANALYSIS

TITLE: MAGIC KINGDOM

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:

Editor: Southeast Mental Health and Retardation Center

Copyright Date:

Cost: Manual - $5.00

Ordering Information:
Southeast Mental Health and
Retardation Center
700 1st Avenue, South
Fargo, North Dakota 58102

Forms:
Experimental edition: 3rd Revision

DESCRIPTIVE INFORMATION:

Purpose:
To mass screen all preschool children in all areas of functioning.

Age Range (CA): 3-5 yrs. MA:

Grade Level:

Format:
Child is guided from area to area and is to perform various tasks, verbally, non-verbally and motorically.

Time Required:
Approximately 1½ hours for the total screening.

Sub-Areas: Recommended
- Hearing
- Vision
- Motor tasks
- Visual tasks
- Auditory tasks
- Language battery
- Self-concept test
- Parental assessment
- Walker readiness test (or like)
- Developmental history questionnaire

Observational Information:
Observation is made within each area in accordance with the instrument being used for that specific area.

Personally Identifiable Information Required:
- Child's name, sex, date of birth, age
- Parent's name, address, phone number
- Community
- Parent's age, education
- Prior schooling
- Number of children in family
- Family income level
- Race

TEST ANALYSIS

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to move freely from situation to situation
Ability to indicate a response

Disability Groups:
All thought to be handicapped children

Age Range (CA): 3-5 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual and small group situations may be used depending on the type of instruments being used.

Training Needed by Examiner:
Examiner may be a paraprofessional, instructions for training examiners are in the manual.

Other Persons Required:
Depending upon the number of children being screened, there is a need for 15-35 volunteers.

Materials Required: (*items not provided in kit)
* Audiometer
36 Instruction cards
Penlight flashlight
2 Occluders
3 Plastic measuring laces
Yardstick
Stimulus cards
Bell
Hammer
Toy toothbrush
Pencil
Balloon
Harmonica
Spoon
Scissors
Bag
Toy truck

SCORING AND INTERPRETATION:

Procedure: 1 pt. for correct, 0 pts. for incorrect, U for untestable. The check-out station personnel checks that all stations have seen the child and determines the total results and the indicator of positive (+); problem or negative (-); no problem by comparing sub-area scores to the tables. An overall Evaluation of the testing session is made.

Format:
An Admission Ticket to the Magic Kingdom is carried by the child from area to area. All scoring and indications are made on this form. The Walker Readiness Test is scored on its own form; results are transferred to the Admission Ticket.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child's strengths and weaknesses.

-May indicate a subtle vision or hearing problem.

-May indicate the need for an in-depth educational and psychological evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Magic Kingdom - manual

TITLE: MAGIC KINGDOM Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual provides information on how to run a mass screening program in a community. Also provides room layout plans for the screening.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Alton D. Quick, Ed.D. A. Ann Campbell M.S.
Thomas L. Little, Ed.D.

Publisher:
Lear Siegler, Inc.
Fearon Publishers
6 Davis Drive
Belmont, California 94002

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: 1 set (3 forms and guide) - $1.50

DESCRIPTIVE INFORMATION:

Purpose: "...designed to assist teachers in finding a child's present level of functioning."

Age Range (CA): Birth - 5 yrs. MA: Grade Level:

Format:
Teacher is to observe the child or pose situations for the child's performance in each sub-area. A Ceiling Age is determined for each sub-area.

Time Required: Untimed

Sub-Areas:
- Personal-social
- Gross motor
- Fine motor
- Language
- Perceptive-cognitive

Observational Information:
The Memphis scale is an observation instrument.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: MEMPHIS MODEL: COMPREHENSIVE DEVELOPMENTAL SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Developmentally delayed, Mentally retarded, Sensory impaired

Age Range (CA): Birth - 5 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
None

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Materials required may be found in any nursery or pre-school classroom or in the home.

SCORING AND INTERPRETATION:

Procedure: For each item circle P or F as appropriate, until 6 F's are scored in a row. Count number of P's for a raw score; the Developmental Age is determined by the age level of the last item passed.

Format:
Each sub-area has its own scale and page. Along the left hand side each item is correlated with a Developmental Age and a P, F.

Space for Recording Retest:
None, Profile may be used over.

Summary Sheet (graphic representation): A Profile of Developmental Status is formed by plotting each sub-area's Developmental Age with a solid blue line and plotting the child's Chronological Age with a broken red line. Deficit areas may be determined by a comparison of the two lines.

TEST ANALYSIS

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Provides information regarding the child's present functioning level which may be used when writing an individual educational program (IEP).

-May be used as a continuous record of progress during the child's preschool years.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Project Memphis: Guide to Programming
Comprehensive Developmental Scale

TITLE: MEMPHIS MODEL:
COMPREHENSIVE DEVELOPMENTAL SCALE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The Comprehensive Developmental Scale is one component of the 3-part Memphis Model which leads ultimately to an individual educational program for the child which is continuously monitored.

Lesson Plans for Enhancing Preschool Developmental Progress is a resultant curriculum guide of the Memphis Model (available, Fearon Publishers - $24.95).

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE Screening ☐ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Florence L. Goodenough M. J. Van Wegenen Katharine M. Maurer

Publisher:
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms: Form A

Copyright Date: 1938; 1940

Cost: Complete set - $43.00; Specimen set - $3.80; Manual - $3.50; Record blanks (pkg. of 25) - $2.35.

DESCRIPTIVE INFORMATION:

Purpose: To investigate a child's verbal and non-verbal intelligence.

Age Range (CA): 2-6 yrs. **MA:** **Grade Level:**

Format:
Child is presented 24 short tests with a total of 97 test items. Activities differ as to response and stimulus.

Time Required: 30 minutes

Sub-Areas:
See additional information

Observational Information: Checklist of various behaviors is to be filled out after the test situation. Notes regarding the child's physical condition, mental development, medical history, habits, social-emotional characteristics, interests and play behavior, family history and home background and home management are entered on the clinical record on the individual record form.

Personally Identifiable Information Required:
Child's name, age, sex
Examiner's name
Date of test and place
Parent's name, address, whether living, divorced or separated
Birthplace, years in U. S., education
Father's occupation
Language spoken in home
Child's siblings, date of birth, age at death, school grade

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE　Screening ☒　Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Mentally retarded, Learning disabled, Speech impaired, Physically handicapped.

Age Range (CA): 2-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be able to establish rapport with the child. Should be thoroughly familiar with instructions for administration and item order.

Other Persons Required:
None

Materials Required: (*Items not provided in kit)

* Large doll
* Cup
* Large ball
* Watch
* Scissors
* Pencils: 4-5 inches
* 3x5" Paper
* 12 one-inch cubes
* 4 one-inch cubes nailed to a base
* Small ball
* Small doll
* Key
* Penny
* 10x15" piece of cardboard
* 6x6" paper
* Cardboard clock with moveable hands

Other items provided in kit

SCORING AND INTERPRETATION:

Procedure: Each test is scored according to its own criteria . Scores are totaled for verbal and non-verbal items and total score. Scores may be converted to C-scores, percentile placements or IQ equivalents by consulting the manual.

Format: Individual record form provides room for both verbatim verbal response and other item markings. Scores added and checked by two different individuals insures accuracy.

Space for Recording Retest:
Record form is non-reusable.

Summary Sheet (graphic representation):
A score summary is on the face sheet.

TEST ANALYSIS

TITLE: MINNESOTA PRESCHOOL SCALE **Screening** ☒ **Verification** ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide baseline information for class grouping according to different mental abilities.

-May indicate a child that is in need of special education services

NORMATIVE DATA:

Sample Size: 900 children, 18 months to 6 years

Population Descriptors Used:
Occupational class (from 1920 State Census)
Sex
Minnesota

TECHNICAL ASPECTS:

Reliability: Alternate form reliability ranges from .68 to .94 for verbal, .67 to .92, non-verbal; .80 to .94 combined. Single form reliability is .86 verbal, .82 non-verbal, .89 total.

Validity:
No Data Available

REFERENCES:

MINNESOTA PRESCHOOL SCALE - Manual
Individual record
Sample test materials

TITLE: MINNESOTA PRESCHOOL SCALE Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Sub-areas:

1. Body parts
2. Pointing out objects in pictures
3. Naming familiar objects
4. Copying drawings
5. Imitative drawing
6. Block building
7. Response to pictures
8. Knox cube imitation
9. Obeying simple commands
10. Comprehension
11. Discrimination of forms
12. Naming objects from memory
13. Recognition of forms
14. Colors
15. Tracing a form
16. Picture puzzles: rectangular
17. Incomplete pictures
18. Digit span
19. Picture puzzles: diagonal
20. Paper folding
21. Absurdities
22. Mutilated pictures
23. Vocabulary
24. Opposites
25. Imitating positions of clock hands
26. Speech

When using the MPS, it should be kept in mind that it was standardized in 1938-40. Therefore, its use for verification of a mental deficiency is very hazy. Words in common use, i.e. copper meaning policeman are not in use at this time. Caution should be used if the MPS is used for verification, although it is quick enough to be a core test in a screening battery.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: March 1977

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Helen A. Murphy
Donald D. Durrell

Publisher:
Harcourt, Brace & World, Inc.
New York

Ordering Information:
The Psychological Corporation
757 Third Avenue
New York, N. Y. 10017

Editor:

Forms:

Copyright Date: 1965

Cost: Specimen set - $2.25; Manual - $1.50; Test booklet (pkg. of 35) - $8.50.

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's degree of readiness for reading.

Age Range (CA): MA: Grade Level: End Kindergarten-First Grade

Format: Child is to mark the correct response in his booklet. Stimulus for response is verbal.

Time Required: Untimed, administered in three sessions

Sub-Areas: Phonemes test
Letter names test
Learning rate test

Observational Information:
None

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to follow directions
Ability to make a mark or indicate a correct response

Disability Groups: Learning disabled, Mentally retarded, Physically handicapped

Age Range (CA): **MA:** GRADE LEVEL: End Kindergarten-First grade

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group

Training Needed by Examiner: Examiner should be thoroughly familiar with the test and manual.

Other Persons Required: A teacher's aide may be helpful, especially if the group is large.

Materials Required: (*items not provided in kit)
Flash cards
* 1 x 8" colored marker

SCORING AND INTERPRETATION:

Procedure: A score key is provided. Each correct item is one point, sub test and total scores are calculated. Conversion tables for percentile, quartile ranks and stanines are in the manual.

Format:
Scoring is done within the pupil test booklet.

Space for Recording Retest:
Test is in a non-reusable booklet.

Summary Sheet (graphic representation): A Class Record is compiled to include child's name, percentile and stanine for each sub-test and total test and other test scores.

TEST ANALYSIS

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☑ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May be most useful for grouping the class according to reading ability.

-May help determine each child's degree of readiness to undertake formal work in reading.

NORMATIVE DATA:

Sample Size: 12,231

Population Descriptors Used:
Entering first graders
65 school systems
12 states (VT, MA, CN, NY, NJ, PA, DE, MI, WI, KA, NC, CA)

TECHNICAL ASPECTS:

Reliability: Odd/Even reliability ranged from .98 (total test) to .88 (learning rate). Standard error of measurement ranged from 3.5 (total test) to 1.5 (learning rate).

Validity: Comparing the MDRRA total score and the Metropolitan Readiness Test, total score yielded a correlation of .80. A correlation of .64 was found between the MDRRA and the Pintner-Cunningham Primary Test.

REFERENCES:

Murphy-Durrell Reading Readiness Analysis - *Manual of directions*
Score key
Test booklet
Flash cards
Class record

TITLE: MURPHY-DURRELL READING READINESS ANALYSIS Screening ☑ Verification ☐

ADDITIONAL INFORMATION:

Manual gives suggestions to aid in planning instruction for three levels of reading groups.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: May 1977

TEST ANALYSIS

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES   Screening ☒   Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Rhonda Folio, Ed.S.
Rebecca F. DuBose, Ph.D.

Publisher:

Ordering Information:
IMRD
George Peabody College
Nashville, Tennessee 37203

Editor:

Forms:
Revised, experimental edition

Copyright Date: 1974

Cost: Monograph - $3.00; Set of scales - $0.50

DESCRIPTIVE INFORMATION:

Purpose:

To evaluate a child's motor skills (both gross and fine), in relation to adaptive capacities.

Age Range (CA): Birth-7 yrs.   MA: Grade Level:

Format:

Child is observed or requested to perform various motor items. Child is scored as to his ability to perform the task independently on a 5-point criterion scale.

Time Required:

Untimed

Sub-Areas:

Gross motor
Fine motor

Observational Information:

The PDMS may be utilized as an observational guide. Comments may be put on the Score Sheet for each item, if necessary.

Personally Identifiable Information Required:

Child's name, age, date of birth, sex
Examiner's name
Date of testing
Checklist of impairments: visual, auditory, physical, other
Health status during assessment
Attitude during assessment

TEST ANALYSIS

TITLE: PEABODY DEVELOPMENTAL MOTOR SCALES Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All, may be most useful and meaningful with the Severely or Profoundly Physically handicapped or Mentally retarded.

Age Range (CA): Birth- 7 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the item sequence directions and scoring criterion. May be a professional or paraprofessional trained in administration of the PDMS.

Other Persons Required:
A parent or teacher may be required when testing a very young or severely handicapped child to answer the examiner's questions. Items may be passed on report, if necessary.

Materials Required: (*items not provided in kit)

Most materials would be found in any home with a preschool child.

SCORING AND INTERPRETATION:

Each item is scored on a 5 pt. scale (5- independent; 1- dependent).

Procedure: A Basal and Ceiling Age Level are determined by getting all 5's or 1's respectively at one age level. An overall Developmental Motor Age and Developmental Motor Age Gross and one for Fine are derived. A Readiness Skill Score may be determined to measure small gains [illegible] motor development.

Format:

The Peabody Scales are in checklist form. Score sheets contain item number and criterion levels to be checked by the examiner.

Space for Recording Retest:

None, scales may be used again if score sheets are used.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: VISUAL EFFICIENCY SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Items cover: discrimination and matching of geometric form, size, object contour, light/dark intensity, size and position in space, image constancy of outlines, pattern details, visual closure of figures, spatial perspective of figure outlines, visual discrimination and matching of object and abstract figure details, relationship of letter and word symbols and groups of symbols.

The *Teacher's Guide for Development of Visual Learning Abilities and Utilization of Low Vision* provides suggestions for teaching a visually impaired child to use his residual vision and lists of materials which may be useful to teach a child with low vision.

TEST ANALYSIS

TITLE: VISUAL EFFICIENCY SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in determining the amount of useful residual vision a visually impaired child has in order to teach him to use his vision as much as possible.

-May aid teachers in determining the type of print materials that a visually impaired child would be able to use at various points in his academic career.

-Will point out a child's visual-perceptual strengths and weaknesses.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Teacher's Guide for Development of Visual Learning Abilities and Utilization of Low Vision

Visual Efficiency Scale - profile
record of performance
scale booklet

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: June 1977

TEST ANALYSIS

TITLE: WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Wanda Walker

Publisher:
U. S. Dept. Health, Education & Welfare
Office of Education

Editor:

Copyright Date: None

Cost: PREP report #22 - $0.50

Ordering Information:
U. S. Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

Forms:
Form A
Form B

DESCRIPTIVE INFORMATION:

Purpose:

To assess disadvantaged preschool children as culture fairly as possible.

Age Range (CA): **MA:** **Grade Level:** Pre-kindergarten

Format:

Child is asked to indicate his answer in some consistent manner, nodding, blinking, pointing or verbal response. Test consists of 50 items.

Time Required: 8-10 minutes

Sub-Areas:

- Similarities
- Differences
- Numerical analogies
- Missing parts

Observational Information:

Observations or unusual circumstances concerning the child or test situation should be noted on the score sheet.

Personally Identifiable Information Required:

- Child's name, age, race, sex
- Name and location of the center
- Population density (rural/urban)
- Examiner's name, title
- Date of testing

TEST ANALYSIS

TITLE: WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to consistently indicate a response

Disability Groups:
Disadvantaged, Mildly Mentally retarded, Learning disabled, Physically handicapped, Speech impaired, Hearing impaired

Age Range (CA): **MA:** GRADE LEVEL: Pre-kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
No special training is required for administration. Classroom teacher or teacher aide may administer the test.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Scoring is accomplished by marking an answer sheet with the child's responses and placing a scoring stencil over it. Final score is the number of correct answers. A percentile ranking may be determined.

Format:
The Answer Sheet has choices coded by A, B, C, D

Space for Recording Retest:
The test booklet may be re-used if all markings are made on the answer sheet. Answer sheet is non-reusable.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate that a child requires an in-depth evaluation.

-May indicate a child's potential academic difficulties.

-May indicate a child's learning potential without regard to cultural values.

NORMATIVE DATA:

Sample Size: 6,662 - Form A
5,271 - Form B

Population Descriptors Used:
364 Head Start and Day Care Centers/208 urban; 156 rural
Every state had at least one class in the sample.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

A Readiness Test for Disadvantaged Preschool Children - Stock Number 1780-1012

TEST ANALYSIS

TITLE: WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN	Screening ☒	Verification ☐

ADDITIONAL INFORMATION:

Many of the pictures in this test are too small to identify similarities or differences. Several of the pictures in the Differences section semm to be the same size.

The test directions have been translated into Spanish and French to insure that the standardization is followed.

CONNECT

1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: April 1977

TEST ANALYSIS

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Elizabeth Prather
Adah Miner
Margaret Anne Addicott
Linda Sunderland

Publisher.
Interstate Printers & Publisher, Inc.
19-27 North Jackson Street
Danville, Illinois 61832

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Complete set - $7.95; Test forms (pad of 64) - $2.00

DESCRIPTIVE INFORMATION:

Purpose:
Designed to evaluate speech sound discrimination.

Age Range (CA): 3-5 years **MA:** **Grade Level:** Preschool-Kindergarten

Format:
Child is first trained to the manner of response (pointing). Test has 53 items using five pictures. Child is to point at the picture every time he hears the stimulus word.

Time Required:
15 minutes

Sub-Areas:
- Cup
- Fish
- Sun
- Cracker
- Toothbrush

Observational Information:
None

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to indicate having heard the word.

Disability Groups:

Speech impaired, Learning disabled, Physically handicapped, Mentally retarded.

Age Range (CA): 3-5 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Individual

Training Needed by Examiner:

Examiner must be familiar with the phonetic alphabet and be able to speak clearly.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

7 Stimulus cards - 1 each:
- cup
- fish
- sun
- cracker
- toothbrush
- dog
- bed

SCORING AND INTERPRETATION:

Procedure: A plus or minus is scored after each response by the child. Each sub-area is totaled for a total score. Means and standard deviations for each age group is on the record form.

Format:

Stimulus words and scoring are on the same record form.

Space for Recording Retest:

Record form is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in the identification of a child with poor sound discrimination who also has poor auditory memory; the test requires no memory sequencing skills.

NORMATIVE DATA:

Sample Size: 139

Population Descriptors Used:
Age - 20 at 3.5 years; 23 at 4.0; 21 at 4.5; 75 at kindergarten

TECHNICAL ASPECTS:

Reliability: Children tested with the original 66 item WSSD and then with the present 54 item - testing resulted in a correlation of .98. Inter-rater reliability between 2 examiners, scoring 5 tests simultaneously was 1.0.

Validity:
No Data Available

REFERENCES:

Washington Speech Sound Discrimination Test - manual
record form
stimulus cards

TEST ANALYSIS

TITLE: WASHINGTON SPEECH SOUND DISCRIMINATION TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

An intermittent reinforcement schedule is provided after every few items. Only statement recommended to be used is, "Good listening."

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